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ABSTRACT

"OATYC Journal," published by the the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the two issues of Volume XII present the following: (1) "Focus: Cincinnati Technical College, Cynosure of Co-op and DACUM," by Michele M. Imhoff; (2) "Foreign Language Blues: Set Up a Regional Language Association," by Thomas Preisser; (3) "Teaching Methods for a Sexuality Topic," by Linda Houston, Bev Ladd, and Robert Mullen; (4) "The Rational Optimist," by Constance Holden; (5) "In Pursuit of a Teaching Strategy for Composition," by Jim Wallace; (6) "Cuyahoga Community College Dedicates Tech Center in High Tech Style," by Leslie Resnick; (7) "Issue: Is There Such a Thing as Two-Year Education?" by David C. Ballinger and Carolyn R. Craft; (8) "Focus: The University Community and Technical College, The University of Toledo: You've Come a Long Way, Baby!" by Raymond S. Henry, Jr.; (9) abstracts of the 1986 OATYC conference presentations; (10) "The Consortium for Instructional Improvement: A Model for School and College Cooperation," by Craig D. Laubenthal; (11) "Can You Be Sued for Letters of Reference," by Ralph S. Brown; (12) "CTI (Columbus Technical Institute) to Become Columbus State Community College," by Rita Langdon; (13) "New Help for Area Business and Development," by Gretchen Huffman; and (14) "Issue: How Can a Two-Year College Faculty Member Best Cope With Change?" by Leif Hatlestad and Harold Koch. (EJV)

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THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

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VOL. XII No. 1 Fall 1986
VOL. XII No. 2 Spring 1987

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OATYC

OHIO ASSOCIATION OF TWO-YEAR COLLEGES

An affiliate of the American Association of Community and Junior Colleges

JOURNAL

Vol. XII No. 1 Fall 1986

THIS ISSUE

COMMENT

Comments from Lloyd Monnin, OATYC President

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Foreign Language Blues? Set Up a Regional Language Association

Teaching Methods for Sexuality Topic

PLUS ONE

The Rational Optimist

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The Consortium for Instructional Improvement— A Model for School and College Cooperation

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Provides:

- Collective influence on the future direction of Ohio's two-year campus system;
- Access to classroom liability insurance protection of $1,000,000;
- An open forum for the discussion of trends, problems, accomplishments, and challenges unique to state-assisted, two-year campuses;
- A newsletter which informs members of the proceedings and activities of the OATYC and of Ohio's two-year campuses;
- The *Journal* which provides an opportunity for publication and exchange of scholarly views and concepts;
- Conference and workshops providing opportunities for professional development, visits to other two-year campuses, presentation of papers, and socialization with other two-year campus personnel;
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Purposes:

- To provide a forum in which all state-assisted, two-year campuses can meet to discuss and resolve mutual problems;
- To foster cooperation and communication among Ohio's institutions of higher education;
- To provide the viewpoint of the state-assisted, two-year campuses to the Ohio Board of Regents and to the State Legislature;
- To identify and improve the status, prestige, and welfare of all state-assisted, two-year campuses in Ohio, and to other activities which will increase the contribution of state-assisted two-year campuses to Ohio's total educational process.

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OF THE
Ohio Association of Two-Year Colleges
(Affiliate of the American Association of Community and Junior Colleges)

VOL. XII No. 1 Fall 1986

The *Journal of The Ohio Association of Two-Year Colleges* is published by the Association to provide the two-year colleges of Ohio with a medium for the sharing of concepts, methods and findings relevant to the two-year college classroom and to provide an open forum for problem discussion and review.

Subscription is part of the OATYC active, associate, or institutional membership. However, single copies of the "Journal" are available at $3 each. A yearly subscription is available for $6 to persons or organizations who do not want membership in the OATYC. Postage is prepaid on all orders within the U.S.; $.50 per year is added for Canada, $1 per year for all other foreign countries. Communications regarding orders, special subscriptions, single copies, advertising, and permission to reprint are to be addressed to:

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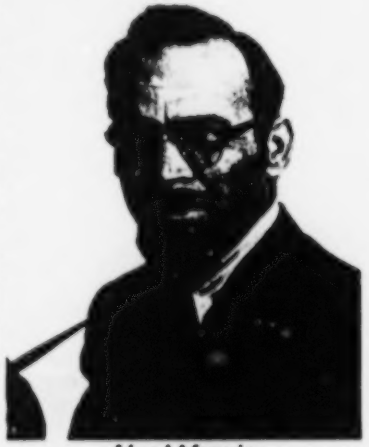

Lloyd Monnin

As soon-to-be retiring president of the OATYC, I personally and in the name of the Association wish to thank all who have worked with me and in behalf of OATYC during my tenure. This involves a note of gratitude to board members, board officers, all who contribute to the publication of our *Journal*, and all who helped make last year's conference at Clark a success.

I wish to thank publicly and in a special manner three persons. To Dr. James D. Fullen, of COTC, who has edited (and pushed to publication) the association's *Journal* since its inception in the Fall of 1975, I personally and in behalf of OATYC declare our indebtedness. Jim, we are indeed grateful for your intense and extended efforts.

I personally, and in behalf of the Association at large, wish also to express publicly our appreciation to another person, she without whom we would have no conference this Fall. Cheri White, Muskingum Area Technical College, accepted responsibility for coordinating our conference this year. She is doing this without the usual honor associated with the position of president-elect or president. Thank you, Cheri, for accepting the assignment and so effectively bringing it to fruition.

Finally, I wish to express my gratitude to Dr. Rae Rohfeld of CCC, who has served as past-president and as an invaluable guide to me during the last two years. She continues to serve on the board's award and history committees. Thank you, Rae!

1986-87 Invitation

Another academic year is underway. It, like every other, will bring new students, new assignments and new challenges. As professional educators and administrators, we need to see and deal with these challenges not as mere repetitions of the old and former, but rather as new, different, and unique. In large measure, one's professionalism is closely related to one's ability to see current challenges as being new and unique, as are his or her assignments and students. Perceiving and accepting the current as a new challenge is professional.

A prime purpose of the OATYC, its Conferences and Journal, is to assist two-year college educators in the process of perceiving and accepting the novelty and ever-changing nuances of today's challenges. This year's conference is being held at Muskingum Area Technical College (Zanesville), November 6–8. I personally invite all professionals of Ohio's two-year colleges to join us at MATC for his event.

Lloyd Monnin
OATYC President
1986–1987

INFORMATION FOR PROSPECTIVE CONTRIBUTORS

The *Journal* encourages submission of material for any of its sections by faculty, staff, administrators and/or trustees of any of Ohio's community, general and technical, junior, regional and technical campuses. The *Journal* is particularly receptive to articles of general profession importance in the areas of administration, instruction, and baccalaureate or technical studies for two-year institutions.

There are forty-five solicitors of editoral material listed here. Contact your campus solicitor or one nearest you to inquire about submitting a specific manuscript.

Manuscripts must be typed, double-spaced and of approximately 1,000-3,000 words in length. All submissions must be accompanied by a stamped, self-addressed envelope for return. Art work must be black and white. Photos glossy; tables and drawings on 8½ by 11 paper. The name and address of the contributor should be on the back of all art copy.

Editorial Policy

The *Journal* is not responsible for manuscripts or materials lost in mailing nor is it responsible for returning items not accompanied by a stamped, self-addressed envelope.

The *Journal* reserves the right to edit manuscripts to meet its needs and objectives. Where major revisions are necessary, every effort will be made to clear the changes with the author.

Submission deadline for the next *Journal* is March 20, 1987.

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American Liability has withdrawn its OATYC coverage and has gone out of the business. The company will continue to expiration its contract with those members presently covered. It will not take any new enrollments. The OATYC presently sponsors the *Cardinal Casualty's* Liability insurance policy in cooperation with and through the auspices of the Ohio College Association. The application form appears below.

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TEXT

FOCUS: Cincinnati Technical College, Cynosure of Co-op and DACUM

Michele M. Imhoff

To afford you a better understanding of our sister campuses, the Journal *visits a different Ohio two-year college in each edition. This issue features the campus of the Cincinnati Technical College, a college which has become the center of modification, adaptation, and creation of new and more efficient technical programs and processes.*

Cincinnati Technical College has come a long way since the city's board of education founded its predecessor, the Cincinnati Cooperative School of Technology, in 1966. What began as a post-secondary institute offering four programs to 115 students with seven staff members in a facility shared with a high school has grown to one of Ohio's largest technical colleges.

Cincinnati Technical College

This year CTC is expecting to enroll more than 4000 students in its fall term. It will offer 41 associate degree and four certificate programs. Full-time faculty and staff number 250, plus the College utilizes more than one hundred part-time instructors each term. The former eight-acre high school complex, now completely owned by the College, has had over $10 million in renovation with more planned.

Dr. Terrence J. Glenn, director of adminstrative services, heads the facilities planning program at CTC. He remembers the old high school, a building constructed in 1953 and originally designed as a vocational high school. He is gratified by the changes which have occurred. "The old 1000-seat auditorium is now our learning resource center, and the old lockerrooms are a student activity center. Plus, the vocational labs are remodelled as technical labs."

He is particularly proud of the new addition to the building. "We've added a four-story facility which includes word processing labs, chef and dietetics labs, a CAD/D lab, faculty offices, classrooms, a new cafeteria, and a child-care center.

Philosophy and Mission of Cincinnati Technical College

It is CTC's belief that the College makes an important contribution to the technical status, economic growth, and social well-being of the Tri-State area. To continue to serve the community, the College must be willing to modify, adapt, and create technical programs that meet the ever-changing needs of students, business, industry, and the professional community. The College's role is to help students to learn to think independently, to value logical and tested conclusions, to develop problem solving abilities, to communicate well, and to function effectively with other people. CTC believes in the dignity and the worth of the individual and therefore provides educational opportunities for students regardless of age, economic or social background, or enrollment status. For continued growth, CTC must display the ability to be creative, to look to the future as well as the past, to strive for excellence, and to exhibit leadership in the expansion of technical knowledge and skills through the achievements of the faculty and the students. The College hopes to develop in students the desire to continue their education throughout their lives.

Keys to Success

Cincinnati Technical College's success is due largely to its commitment to cooperative education, the relevancy of its curricula, and the dedication of its faculty and staff, according to Mr. Schlimm.

"From the first day of operation, cooperative education has been the cornerstone to all we do," the president explains. "Co-op determines our unique calendar; it affects our curricula; and it influences the role of our faculty."

CTC faculty and staff look with pride at the College's reputation for co-op. The College is ranked in the top ten of all colleges and universities with co-op programs in the number of students participating, and it is number one among two-year schools.

David C. Ballinger, CTC's Vice President for Academic Affairs, explains how co-op affects College operations.

"We operate fifty weeks per year with a calendar of five, ten-week terms. Part of our students are out co-oping during a term while another group is in

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school. Our curriculum allows for this situation by building in co-op terms and repeating class offerings. After two years a student will gain an associate degree and also have a full year of work experience in a career area."

As partners in this educational process, co-op employers, most of whom are also advisory committee members, keep curricula relevant. "They bring to us a wealth of insight," Mr. Ballinger states.

"A few years ago we began using the DACUM [*D*evelop *A* Curricul*UM*] process," he explains. "Tim Nolan, one of our instructors, has been using the process around the country to help other colleges develop programs."

Mr. Nolan explains the DACUM process as "an intensive, two or three-day study. We bring together employers/advisors, technicians, and faculty to identify all of the tasks a technician would perform in a particular career. Then we systematically and chronologically determine what skills are needed to perform the task. From there we can build a new curriculum or sharpen an existing one."

DACUM was first ued at CTC to develop the technical writing/editing (TWET) curriculum. TWET is Ohio's first associate degree program in this area and one of the few in the country. The process and curriculum were so well received by professional technical writers that the program received a national award from the Society for Technical Communication.

"When you look at the CTC faculty the first thing you have to remember is that they teach fifty weeks per year," Mr. Schlimm remarks. "That takes a remarkable amount of stamina."

The vice president adds, "not only do many of them teach, but those who are program coordinators must also counsel students, place students on co-op jobs, visit job sites, and work with the employers and advisors."

All of CTC's program coordinators have worked in the areas which they direct. As Mr. Ballinger says, "They know the demands of their respective areas. They know which skills and characteristics are needed to be successful. They're the eyes and ears for CTC."

Cincinnati Technical College is the only technical college to receive a Program Excellence Award in both competitions (civil engineering technology in 1984 and electro-mechanical engineering technology in 1986). This year the College also received Academic Challenge and Productivity Improvement Grants.

CTC's developmental education department was cited as an exemplary program. All of the health technologies programs are accredited by the AMA's Committee on Allied Health Education and Accreditation or the American Dietetic Association. Plus Cincinnati Technical College has been the first or one of the first to introduce these associate degree programs at the national or state level: property management, laser/optics, technical writing/editing, industrial laboratory, loss control.

Michele M. Imhoff
Director of Public Information
Cincinnati Technical College
Cincinnati, OH 45223

Foreign Language Blues? Set Up a Regional Language Association

Thomas Preisser

When I became Chair nan of the Department of Humanities, Government, and Foreign Languages at Sinclair Community College in 1982, my responsibilities included overseeing a modern and superbly-equipped language lab and worrying about a stagnant language program. A firm believer in the value of language study, I could hardly escape an awareness of the gradual decline in the numbers of students studying foreign languages in high schools and colleges. Since 1982, I have devised and implemented several strategies designed to enhance our college foreign language component. However, none has greater promise for strengthening the language program at Sinclair than an organization formed in mid-1984 under departmental sponsorship — the Miami Valley Foreign Language Teachers' Association.

The idea of forming a regional language association came in a roundabout way. I spent a good deal of time in the fall and winter of 1982-83 trying to account for the anemia of our foreign language enrollments. None of the languages we offered had shown any growth in the past few years. I concluded that visibility constituted one of our problems; few students I talked with, both within and away from the college, knew that we offered foreign language instruction at the freshman-sophomore level. Fewer still had a sense of the quality of our faculty or the newness and versatility of our language lab. Only a handful of contacts existed between our language faculty and their counterparts at area colleges and universities; worse yet, we had no contact at all with our regional high school language instructors. After trying to initiate a dialogue among our language faculty and their colleagues locally, I received a packet of material from the University of Pennsylvania that suggested options worth investigating.

With the assistance of a grant from the National Endowment for the Humanities, Pennsylvania had begun administering a project called "Strengthening the Humanities through Foreign Language and Literature Studies." The project involved the creation of regional collaborative groups consisting of elementary and secondary school instructors and their college counterparts which come together to form organizations analogous to county medical and legal associations.

I soon realized that the project had some obvious applications to my situation. Though I did not want Sinclair to become a formal participant in the program, I did want to borrow the idea and adapt it locally. A long distance phone call cleared the way, as the project directors at Penn gave their blessing to my plan. In September 1983, I invited every secondary school, college, and university foreign language instructor within a thirty-mile radius of Dayton to come to Sinclair to discuss whether to establish a regional language association. Thirty-four instructors, most of them high school faculty, attended the organizational meeting in October. I explained why I felt a regional foreign language association would benefit us. I also remarked that if the group decided the association had merit, Sinclair would provide secretarial help, record-keeping, printing and mailing, record storage, and a meeting room. To avoid being too directive, I let those in attendance decide the next step. After discussion, the group agreed that the idea was worth pursuing and appointed a steering committee to draft proposed goals and a constitution.

The group as a whole met periodically while the steering committee did its work and the participants came to a clearer understanding of what they expected of a language association. With the constitution and by-laws completed by the following June, the organization came into existence as the Miami Valley Foreign Language Teachers' Association. Its six goals state its purpose clearly: (1) opening channels of communication between high school and college foreign language faculty; (2) identifying individuals within the Miami Valley who can assist us in clarifying for our students the range of careers available to specialists in foreign languages; (3) creating and sustaining an environment in which the membership can meet to prove itself professionally; (4) sharing ideas and techniques to enrich and expand our various language programs; (5) serving as a clearing house for those who seek language specialists; (6) exploring ways we can serve as a resource for various business, professional, and cultural organizations in the community.

The services offered to the association's membership have expanded steadily since the summer of 1984. The organization now has (1) a materials center, located in our language lab; (2) a central listing of those members willing to serve as foreign language translators; (3) an information exchange center providing a variety of services, such as matching instructors with local groups wishing to travel abroad; and (4) a newsletter which lists upcoming association events.

Many of us expended much energy forming the organization, and it continues to grow and evolve, placing significant demands on our time and resources. It has brought substantial benefits to those area language faculty who have chosen to become members. Additionally, there are three ways in which the MVFLTA has proved highly useful to Sinclair. First, the association has put us in regular contact with a substantial number of high school and college faculty. Second, it has broadened the pool of language instructors we can invite to teach part-time at Sinclair. Finally, it has brought us increased visibility with a select group of men and women who can play a vital role in alerting their students to language instruction at Sinclair. Since 1983, a sizable group of high school language faculty have worked closely with our language instructors and have had an opportunity to see our campus, sample our hospitality, and tour our facilities. Is our ongoing support of the MVFLTA worth the effort and resources expended? Certainly so, I would say — and not least for the future of foreign language instruction at Sinclair.

Thomas Preisser
Department of Humanities
Sinclair Community College
Dayton, OH 45402

Teaching Methods for a Sexuality Topic

Linda Houston
Bev Ladd
Robert Mullen

Introduction

There is some feeling on the part of the faculty who teach sexuality at The Ohio State University Agricultural Technical Institute, Wooster, that certain subjects in a sexuality course might be more difficult to present to a more conservative rural-based population. Foremost among these subjects is the topic of homosexuality. Our students tend to be hostile toward homosexuals as well the topic of homosexuality. To investigate our observations and to see if we were using the most effective methods of teaching for this particular topic, we decided to conduct a survey on homosexuality: First we listed expected results, and then we administered the survey to 229 students over a period of two years. We found that what we expected based on early student discussion, and what the results were after the topic was presented in class, were not necessarily the same. Perhaps the method of presentation helped soften, if not change, the attitudes. This paper will describe the Agricultural Technical Institute student, explain the teaching techniques used, and review the findings of the survey.

Student Profile

The typical student at the Agricultural Technical Institute is an 18-year-old, unmarried male from a farm background in rural Ohio. Only 5% of the students are female and 25% are from suburban or urban backgrounds. Though we do have a small percentage of non-traditional students, married, over 18, most of those students do not elect to take the sexuality course, indicating that it deals with topics with which they are already familiar. Thus, the student taking the course is one seemingly anxious to learn, yet, not totally open to some of the more controversial topics discussed in class.

Teaching Techniques

In order to involve students in discussion, as well as allow for analysis of ideas, and to increase the material covered in the class, lecture is kept at a minimum. Students are asked to read a chapter, and the following class period is based on the reading material. For example, students are asked to read the chapter dealing with communication in a sexual relationship. The following class period, students might be asked to mark down on a blank card a question they wish they could ask a sexual partner but have not. Students are then asked to break into small groups and the instructor who had previously collected the anonymously written questions will redistribute them to the groups and ask the students to answer the question, using the techniques discussed in the chapter on good communication. Answers are shared with the entire class and a review of the good communication suggestions are shared. The entire class is structured for maximum class participation. A goal of the class session on homosexuality is to modify the hostility we feel from our students to a more rational acceptance and humane respect for homosexuals. The textbook chapter is assigned and the survey used for this short study is handed out. Students are asked to read the chapter before they respond to the survey. Our rationale is that reading the chapter first would make students more knowledgeable regarding the topic of homosexuality. Then, after the survey, which students take anonymously, is collected, a speaker from the gay community is invited to speak to the class. Students are asked to write questions to be turned in to the speaker so that he or she might respond to actual concerns. In still another class period, students have an opportunity to give their reaction regarding the gay speaker. We never *lecture* on the topic.

Expected Results

Based on our experience with student reactions to the topic of homosexuality, we made some predictions concerning the survey. We believed that most students would feel uncomfortable with gays, especially for long periods of time and if the gay individual exhibited male characteristics (if a female) or feminine characteristics (if a male). If a person found out a close friend was gay, the relationship would probably become strained. We believed students generally

would not feel that the gay lifestyle was a valid alternative but would not mind being around gays for a short time as long as the gays did not flaunt their sexuality. Most students would probably feel that gays are looking for converts. Most students, we felt, would believe that gays are immoral, and should not teach our youth; religiously, the students would believe that gays are not heaven-bound.

Generally speaking, we expected the survey to show that our students, young men and women generally from rural backgrounds and enrolled in an agricultural two-year college, would be opposed to the gay lifestyle.

Findings

Not quite half the students felt they would be uncomfortable among gays, yet to a similar question, more than half the students said they do not mind being with gays as long as gays do not flaunt their sexuality. However, the showing of open affection was overwhelmingly rejected. Students did indicate it would be difficult to remain close to a friend once the friend told them he or she was gay. The most negative responses seem to deal with situations that might involve the respondent.

Students were more accepting of homosexuals as teachers than expected (67%). This was a complete surprise to us. Also, 66% of the students did not feel gays were out to convert other individuals, which was also different than we expected. Although the students were not totally accepting of gays, the question dealing with open affection by gays was the only statement that so completely opposed the gay lifestyle. In fact, many areas indicated that students were uncertain about their feelings dealing with homosexuality. We believe that this might be a result of the read, survey method, which is then followed by the discussion, guest lecturer, question method we used in teaching.

Conclusion

Almost half of the students surveyed indicated their displeasure with homosexual lifestyle. However, based on initial discussion and reactions, we had expected a greater degree of rejection from the young men and women from rural settings. Although we like to believe that the method used in teaching this subject might have a good deal to do with the change of attitude they experienced, it might also be that students are more tolerant in their private attitudes, which can be expressed anonymously, than in their overt behavior, which we saw initially.

Overall, we would like to think the survey indicates that the goal of modifying the hostility expressed toward gays had been achieved through the teaching methods used.

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PLUS ONE

The Rational Optimist

Constance Holden

With the inception and introduction of "artificial intelligence," we cannot help but ponder: Will computers ever think like people, and will they eventually replace teachers? Herman A. Simon, one of the fathers of AI, asks, "Why not?" The article is reprinted from Psychology Today, *October 1986, with permission.*

In a warren of offices in a huge stone building at Carnegie-Mellon University in Pittsburgh, Pennsylvania, sits Herbert A. Smon, almost invisible behind stacks of books and papers in his high-ceilinged old office. At age 69, he is an unpretentious-appearing man, a bit on the scraggly professor side, soft-spoken, tolerant and humorous. But beneath that unassuming exterior lies the teeming brain of one of the founders of cognitive science. A political scientist by training, Simon has made major contributions in half a dozen fields. This year he was awarded the National Medal of Science, the first to be given for work in the behavioral sciences. He won the Nobel Prize in economics in 1978 and is generally regarded as one of the fathers of artificial intellience (AI).

Artificial intelligence has always had a heretical taste to it. It operates on the assumption that all human thinking has a physical basis and that the mind does nothing of cognitive significance that cannot be ultimately explained and represented symbolically.

Most of what goes under the name of AI today involves attempts to get computers to "do smart things regardless of whether they do them in a humanoid way or not," says Simon, but he is primarily interested in cognitive simulation, the branch of AI most closely allied with psychology—which tries to get computers to do smart things by simulating the processes the mind uses in problem-solving.

When Simon took his doctorate from the University of Chicago in 1943, behaviorism was dominant. Behaviorists saw the mind as a "black box" whose mysteries were impenetrable; they tried to describe all human activity, including language and problem-solving, in terms of stimulus-response. Even as late as the early 1960s, says Simon, "You couldn't use a word like 'mind' in a psychology journal—you'd get your mouth washed out with soap."

But behaviorism has given way to cognitive science, which is concerned with describing how the mind learns, remembers, organizes and manipulates information. The field draws its raw material from neuroscience, anthropology, psychology, linguistics, philosophy and computer science. AI, by supplying a new and highly versatile model for human cognitive processes in the form of computers, has become a central discipline in the field. Since AI does not deal with tangibles such as the brain's "wetware" or with observable physical behavior, it can be explained only through metaphor. And the central metaphors—such as input, output, storage and retrieval—are supplied by the language of information processing.

The roots of AI were nourished by weapons research during World War II when "psychologists came in contact with electronic devices that had an aura of intelligence about them," Simon says. He, his colleague Allen Newell, Marvin Minsky of MIT and John McCarthy of Standford University are generally re-

garded as the first to perceive the potential of computers to go beyond "number-crunching" and into a new dimension of versatility as general symbol manipulators.

Simon has been actively interested in problem-solving since childhood. Always a "brain," he would stay home to play chess while the other kids were playing baseball. He always felt like a bit of an outsider, an apartness that he ascribes to his braininess, Jewishness, left-handedness and color-blindness. While on the one hand Simon describes himself as "introspective, bookish and sometimes lonely," he was also a "great joiner" and served as president of most of his school clubs. He says he was a "great reviser of club constitutions and bylaws," indicating a lawyerly turn of mind that serves him well to this day. Simon is a hard man to pin down in an argument.

He says he learned early on that "quite reasonable and truthful people could perceive the same set of events in remarkably different ways," and that "you do not change people's opinions by defeating them with logic." A cognitive version of this perception later became part of his theory of "bounded rationality," the work that won him the Nobel Prize. Whereas neoclassical economics is based on the assumption that humans are perfectly rational and will make choices to optimize their gains, Simon's theory of decision-making predicts that people will not make the optimal decision. Instead, because of the limited information available to them and their imperfect abilities to evaluate a situation, they will seek to "satisfice" (a Northumbrian variant of satisfy) themselves.

The principle applies in any kind of decision-making, from making a move in chess to choosing a spouse: Since the complexity of the situation is beyond the computational powers of the decider, the decision is ultimately made on the basis of rules of thumb. Simon's work with AI and cognitive simulation is a logical extension of this insight; it involves attempts to illuminate just what rules of thumb and shortcuts the mind uses to organize material and arrive at a decision.

After graduating from the University of Chicago, Simon, who did his doctoral thesis on decision-making in administration, developed a national reputation for his work in mathematical measures of the effectiveness of public services. After a stint at the University of California, Berkeley, Simon spent seven years at the Illinois Institute of Technology. At the same time, as an associate of the Cowles Commission for Research on Economics, he was involved in the intellectual ferment that surrounded the beginnings of disciplines such as operations research, management science, game theory, statistical decision theory and the field of cybernetics.

He found a permanent base in 1949 when what was then called Carnegie Institute of Technology started a new Graduate School of Industrial Administration. The aim was to provide business education to graduate scientists and engineers, and Simon was offered a post. He saw it as an opportunity to launch a program of empirical research in organization. He also helped Carnegie-Mellon become an innovator in transforming business programs from what he called "a wasteland of vocationalism" to "science-based professionalism."

It was after he came to Carnegie-Mellon that Simon discovered the potential of computers. In 1952, he met Newell, the computer scientist who was to become his longtime collaborator. The two hit it off at once. "We both viewed man's mind as a symbol-manipulating or information-processing system," he explains. But at the time, "we lacked the language and the technology that were needed" to describe it.

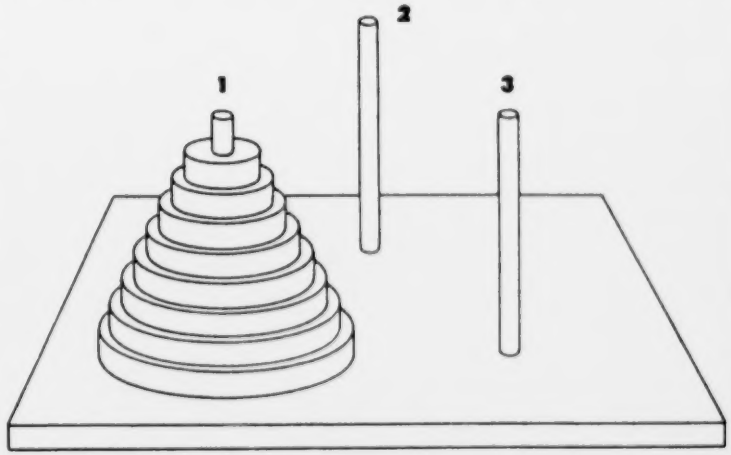
They soon recognized that computer languages were what they needed. This insight was inspired by work Newell was doing, using a card-programmed

TOWER OF HANOI

Simon with tower puzzle.

The Tower of Hanoi puzzle was invented by French mathematician Edouard Lucas and sold as a toy in 1883. The object is to transfer a pile of different-sized disks from one peg to another, one at a time, without putting a larger disk atop a smaller one. It is an example of the kind of reasoning used in AI, which involves locating a procedure that can be repeated indefinitely until the problem is solved. Once the principle is grasped, the problem can be solved using any number of disks.

FROM "MATHEMATICAL GAMES" BY MARTIN GARDNER © 1957 BY SCIENTIFIC AMERICAN, INC.



Move the top disk to spindle 3. Move the second disk to spindle 2. Then put the smaller on the larger. That frees the third spindle, onto which you move the third-smallest disk. Then put the smallest disk back on the original spindle, consolidate the other two and put the smallest back on top. What emerges is that if you can move X number of disks (so far, we have demonstrated that three can be moved from the original tower), you can move one more than X. And so on ad infinitum. Newell and Simon's second AI program, General Problem Solver, solved this particular problem without having specific directions. It thus demonstrated, in a very rudimentary way, that a machine could solve a new problem given the same basic information and instructions (move all the disks to another tower without letting a smaller disk be covered by a larger one) that a human would have.

calculator to produce simulated radar maps for an air-defense simulation. The computer was not generating numbers but points on a map. Simon relaized that computers were not just number crunchers but could manipulate any kind of symbol. "Symbols became, for the first time, tangible—as tangible as wood or metal," Simon says. And there seemed no reason that symbols couldn't be manipulated by computers the same ways they are manipulated by the mind.

The birth date of AI and cognitive simulation could well be set in 1955, when Simon and Newell developed the first AI computer program, called Logic Theorist. What distinguished this program was its use of heuristics—that is, general rules of thumb—rather than just algorithms (rigid mathematical formulas) to prove mathematical theorems. In effect, they incorporated Simon's concept of "bounded rationality"—involving the use of shortcuts not necessarily limited by the rules of formal logic—into computer operations. With this program, and later with one called General Problem Solver, Newell and Simon were able to show that computers could do something that looked like independent thinking: making judgments, millisecond by millisecond, about what data are relevant and which rules to follow.

To test Logic Theorist, they used theorems from Alfred North Whitehead and Bertrand Russell's classic text, *Principia Mathematica*. The program was given a list of axioms and previously proved theorems. Then it was given new theorems and instructed to find proofs for them. It not only proved a number of theorems by coming up with the same proofs offered in the book but produced one that was more elegant than the one devised by the authors. The same task could have been performed through a lengthy exercise of "brute force"—that is, systematically scanning every option before finding answers that met the requirements. But the point was that, using the Logic Theorist program, the computer was "thinking" in a humanlike way.

Early artificial-intelligence work focused on what are sometimes called "content free" problem-solving tasks—abstract and puzzle-like problems such as the Tower of Hanoi. Critics derided such exercises as game-playing that had little relation to real-world problem-solving. Experiments with chess-playing computers, however, represented a step toward developing programs to handle more practical problems. Theoretically, a computer could play chess by considering every possible option before making a move, but since there are 10^{120} (much more than trillions of trillions) possible legal moves, it would require the remaining life of the universe to complete a game. Chess-playing programs aimed at simulating human play therefore are programmed to recognize a large variety of patterns—just as a chess expert does—and to winnow down their options radically at each move.

At first, psychologists weren't very interested in AI. But eventually some, such as George Miller, then of Harvard, and the late Carl Hovland of Yale, were attracted to information-processing as a model for understanding mental processes—phenomena that had never been regarded as susceptible to systematic investigation.

Today, says Simon, the central issue is whether the mind is essentially a serial processor, performing only one operation at a time, or whether it can do several things at once. Many people believe there can be more than one "mind," perhaps hundreds of thousands of neurons operating concurrently. This has led to a growing interest in computers that can do parallel processing. But Simon believes the evidence for independent simultaneous processes is weak. There is no question that the brain is a parallel processor with millions of neurons firing simultaneously. But even though parallel processing goes on in the sensory

LEARNING HOW EXPERTS THINK

One type of task researchers use for their "thinking aloud" studies is cryptarithmetic, the solution of problems in which letters have been substituted for numbers. The following is an excerpt from *Human Problem Solving*, a 1972 book by Newell and Simon. The numbers at the left indicate seconds elapsed.

```
 DONALD
+GERALD
 ROBERT
```

2 (Here is another problem)
10 (I will give you that D is 5 in this problem. Please talk.)
22 Well, D .... Giving D 5
25 automatically makes T a zero.
27 Could you make T a zero?
29 (T is a zero)
32 Because 5 plus 5 is equal to 10,
34 and that's simple from the problem.
40 And looking at the leftmost column, you can see that R is either 1 or 2 greater than G,
47 but that doesn't seem to help very much at this point.
55 In the second column having the two L's equal,
60 and also the two A's equal in the third column
70 doesn't seem to help too much at this point either.
80 Knowing that the two L's are equal,
87 if I just took a guess at one of the L's,
95 this ... this might give me some insight into how about ... how to go about the problem.
105 So just to guess L a 3 would be some help
110 Could you make L a 3?
112 (L is 3)
114 That would make R a 6.
117 (R is 6)
124 And that must make G a 1,
130 because G must be either a zero or a 1,
132 for D plus G to be equal to R.
135 And you know that T is zero.
137 So that makes G a 1.

And so on and on until second 2,309 when the solution is arrived at:

```
  526,485
+ 197,485
  723,970
```

One of Newell's favorite pieces of cryptarithmetic is

```
 SEND
+MORE
MONEY
```

and motor systems, Simon does not believe the mind can focus attention on more than one thing at a time.

One of Simon's basic beliefs is that mind is ultimately fathomable by mind. "We like to romanticize about how complicated we are," he says, but he believes the basic hardware of the mind is fairly simple, and its activities are determined by a small number of basic processes.

In his book, *The Sciences of the Artificial*, Simon draws an analogy between the human mind and an ant. Consider an ant making its way across a wind- and wave-molded beach. It detours around objects, angles off to ease the steepness of a climb, stops to communicate with a colleague. The behavior looks complicated, but the ant is simple. Its behavior reflects the complexity of its environment. And so with the human mind: "A man, viewed as a behaving system, is quite simple. The apparent complexity of his behavior over time is largely a reflection of the complextiy of the environment in which he finds himself."

Simon thinks only a handful of processes—such as input, output, access and storage—determine how we organize information and what shortcuts we use to eliminate irrelevant matter. The operation of these processes produces an infinite number of permutations, just as an endless number of biological phenomena are produced by different combinations of 20 amino acids.

The problem in AI is figuring out how to manipulate the basic processes so that the ensuring behavior resembles human thought. In AI programs, information is not organized serially but hierarchically, in such a way that vast "associative nets" are built up. When the computer is given appropriate directions for working on those nets, it begins to display human-like reasoning.

By virtue of his long tenure at Carnegie-Mellon, Simon has gotten AI research integrated into a number of departments. He is currently engaged in several research projects, but he says that the question of how the mind represents information to itself is "the focus of most of the things I'm doing these days." He and colleague Jill Larkin maintain there are two basic ways, "pictorial," which entails some kind of imagery, and "'sentential" which is linear and sequential. The same information can be represented either way, but one may be more efficient than the other for particular kinds of problem-solving. In geometry, for instance, the pictorial is more readily grasped. But researchers are divided over whether the mind really has these two kinds of representation. The answers will help explain why some problems are harder to solve than others, says Simon, and will suggest which ways of representing information are most likely to lead to solutions in which kinds of problems.

Another research project examines the intellectual processes leading to certain historical scientific discoveries. Using a program called BACON, psychologist Pat Langley, Simon and their coworkers fed a computer scientific information that was available in 1760 to Joseph Black, the scientist who formulated a law about what happens when two substances of different temperatures are mixed together. Using information Black had access to, BACON came up with Black's law and in the course of doing so, reinvented Black's concept of specific heat.

Simon says computers can be programmed to learn in much the same ways humans do. "You give the computer a problem and it can't do it. Then you give it certain experiences, in this case some worked-out examples, and after it has examined the examples then it can do problems like the one it originally failed on." In other words, the computer reprograms itself (learns), just as a person does.

"But we haven't yet figured out how to apply this knowledge. We still base

education on very crude theory," Simon says. "We do it sort of on the basis that if you spray people with enough words some of them will be infectious." But "as we're beginning to understand how people really learn—what the differences are between rote learning and understanding—we can begin to change how we teach." One insight Simon's research has produced is that mathematics textbooks "do very well at telling you what the laws are, but do very badly at telling you when to use them."

This work is related to research Simon has done on the differences between how amateurs and experts solve problems and the nature of "intuition" (see "The Mystery of Mastery," *Psychology Today*, July 1986). One way of doing this kind of research is to sit people down, give them a problem and get them to recount continuously what goes through their minds as they solve it—a "thinking aloud protocol." With this kind of second-by-second analysis, Simon has determined that while novices plod through problems step by step, experts make intuitive leaps. But these leaps, he says, are nothing more than "acts of recognition of something about which you have a lot of information."

Chess players, for example, do not have superior spatial and visual skills. They just know how to recognize positions instantly because of the enormous number of patterns they have stored (an expert can instantly recognize about 50,000 of them). "People never have intuitions in areas where they don't have experience," says Simon.

He believes that if thinking-aloud protocols could be made more fine-grained—that is, if the density of reports could be improved by a factor of 10, some real breakthroughs could be achieved. "Our problem is not in simulating human thinking but finding out what it is we ought to be simulating."

Simon is extremely optimistic about the potential of AI. "If there are any limits to the capacity of the computer to model human thought processes, I don't know what they are yet." He does not claim that a computer can be made to exactly duplicate a particular individual's mind. But it's another question, he says, "whether we could, so to speak, store away the equivalent of a representative human being, one that falls well within the boundaries of the species."

Critics of AI claim that the limitations are already apparent. They point, for example, to the fact that no one has been able to develop a program fluent in language. Simon admits that the task of modeling a language is difficult, but he does not regard the problem as qualitatively different from the rest of problem-solving. "Language," he says, "is just as much patterns as mathematics is."

Critics have other doubts about the potential of AI, some of them philosophical. One objection is that computers, having no intrinsic motivations other than their programming, could never express anything resembling human emotions. Simon addresses this argument in lawyerly fashion by narrowing the grounds of the discussion. The problem of programming emotions, he says, is not qualitatively different from what has been achieved so far. If emotional needs underlie all human cognitive activity, the emotion can be treated as a goal, and obviously computers can be programmed with goals.

What about esthetic judgments, which are subjective and not directly goal-oriented? Simon's answer is to propose a hypothesis: that humans can do what they do "because we are information-processing systems which have the basic capabilities—pattern recognition and so forth—that we can also give to computers by programming them . . . What you are calling subjective judgment and emotions may have to do with balance, arrangement and other objectively ascertainable qualities."

Simon isn't looking to find magic or mystery in any human function. Unlike Einstein, who could not imagine a universe without divine purpose behind it,

Simon observes, "This cosmological machine has laws, but I cannot detect in it any purposes."

Simon has demonstrated that until the limits of a system are discovered, one can achieve a great deal by operating under the assumption that there are none. Harvard psychologist Howard Gardner compares him with B.F. Skinner in his self-assuredness—"whatever their inner doubts they would never voice them publicly—they both come off as true believers." Simon is "kind of a 100 percent optimist," says his friend Newell, "totally consistent."

Simon readily acknowledges that some of his ideas are so controversial that "Not even all my friends believe them." However, as he points out, "it really doesn't matter what you believe because just as in any science, the evidence is going to determine what the limits really are—computers keep you honest." But not excessively humble. Asked if he thought it would be possible to identify a "Newton" of cognitive science, he replies with a smile, "it would be immodest for me to say."

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PRACTICUM

In Pursuit of a Teaching Strategy for Composition

Jim Wallace

The Journal's *"Practicum" section presents things done in other Ohio two-year colleges — both successes and failures. In this edition the* Journal *is proud to present a very successful program for your scrutiny: a teaching strategy for composition tried at Hocking Technical College.*

At Hocking Technical College, the Communications Department offers a variety of course options to meet the needs of the students once they pass their basic writing requirements. These courses are referred to as Communications III/IV options, and the students take one or two of them, depending on their original placement in the writing sequence, before they graduate.

The students may choose from courses which are designed to improve their writing skills in specific technical areas; help them cope with changes in society due to technical advancements or shifts in society's values and priorities; or broaden their horizons and provide enjoyment and intellectual stimulation. Courses like Business Communications, Job Correspondence, and Issues of Ecology increase students' employability. Courses like Computers and Society, Contemporary Issues, and TV and Media challenge students to consider the far-reaching consequences of the workings of modern society. Other courses like Humanities in Society, Fiction into Film: the Novel as Movie, Readings in Sports, Introduction to Literature, Creative Writing, and Backroads America provide complementary perspectives against which we may view our fascination with technology.

The primary goal of all Communication courses is to improve students' writing skills. Whereas the Communications I and Communications II courses rely primarily on the more traditional teaching strategies of rhetorical modes of development and prescriptive grammar, the Communications III/IV courses employ a topical approach to essay writing. This approach presents a number of potential advantages for students. First, these courses relate directly to the special interests of the students as well as the instructors who design and teach them. Therefore, they provide students with opportunities to think, read about, and discuss issues that they encounter in real life and already have opinions about. Furthermore, after being bombarded with a variety of opinions, theories, and points of view concerning given topics, the students must analyze, synthesize, delete, and reorganize the material into coherent essays. Secondly, these course offerings often provide students with a break in their daily schedules from the technical nature of their other course work. And thirdly, these courses develop the kinds of critical thinking skills which prepare students who want to continue their education at four-year universities for the types of composition classes that will be required.

The instructors who are involved in designing and teaching these courses feel that they add something special to the education of the students at this technical college. These classes are unique; they are based on the concept that writing begins with having something interesting or significant to say, and they encourage students to have fun while learning.

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Cuyahoga Community College Dedicates Tech Center in High Tech Style

The Journal *also wishes to share with you a landmark event in two-year education: the dedication of Cuyahoga Community College's Technical Center. Leslie Resnik's description allows you to be there.*

Leslie Resnik

Holograms suspended in space. Decorative lights perched on fiber optic-like wires. Electronic music commissioned to complement the ribbon-cutting activity. Fifty exhibits and demonstrations of the latest in advanced technology application. A high tech, lightweight metal ribbon disintegrated by a supersonic spray gun shooting liquid metal with such force that guests must wear psychedelic earplugs.

These were the elements of TECHNOVATION, a week-long spectacular of activities that unveiled Cuyahoga Community College's new Unified Technologies Center to the State of Ohio and the Greater Cleveland community.

TECHNOVATION activities climaxed the formal dedication, Tuesday, October 7, at 4:30 p.m., followed by a reception.

Individuals entered the facility to a splash of high tech decorations, exhibits and the sounds of electronic music. More than 50 displays showcased the latest in state-of-the-art technology. Honeywell, Prime Computer, Ohio Bell, Wang, Sperry-Burroughs and Xerox were among the companies to demonstrate their technologies.

Holograms by Universal Holographics in Philadelphia, Pa. floated throughout the Center, or appeared built into the wall. A special hologram depicted the building, created for the UTC by James McNulty, Executive Director, Universal Holographics, which donated the display.

Governor Richard F. Celeste and other state and local leaders from business, industry, labor, education, economic development, and community organizations participated in the formal dedication ceremony. It included a high tech ribbon cutting, introduced by an original musical composition by Howie Smith. The musical fanfare involved live performance, pre-recorded materials and electronic sound. Smith is a virtuoso saxophone player, talented composer and jazz musician, and coordinator of jazz studies at Cleveland State University. His composition was funded in part by a grant from *Art Midwest.*

The monotape "ribbon" is a newly invented tungsten fiber monolayer fabrication provided by NASA Lewis Research Center. The lightweight product, which combines high strength at high temperatures, has numerous aerospace and industrial applications. The montape invention was recognized by the Federal Laboratory Consortium Award for 1985 for the best technology transfer item from NASA Lewis Research Center. It also received the Industrial Research Magazine IR-100 award given to the top 100 worldwide industrial developments each year.

A jet kote hypersonic system provided by Akron Sand Blast and Metalizing Co. cut the metal ribbon. A metal powder was injected into a 5500 °F flame. It was melted and propelled through the torch at 3000 feet per second. Because of the loud blast, guests at the dedication were provided with expandable, psychedelic sponge earplugs to wear during the ribbon cutting process.

The Center featured more than 190 computerized work stations where customized training will be offered to employees of UTC clients. Displays showcased ways in which industry can efficiently incorporate technology into its businesses for more productive manufacturing operations.

The week's activities began on Friday, Oct. 3 with a special preview reception for CCC employees. Other activities included a Striking New Bargains Economic Development Conference, Oct. 7; a live national satellite broadcast and dedication of the Louis B. Stokes Telecommunications Center on Oct. 7; a breakfast for members of CCC Advisory Committees on Oct. 9; and a community open house on Oct. 10.

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FORUM

ISSUE: Is There Such a Thing as Two-Year Education?

With change and growth come questions, especially so with two-year colleges. Such a question is the one above. David Ballinger, Cincinnati, Technical College, and Mrs. Carolyn Craft, Jefferson Technical College, share with us their thoughts upon the matter.

What Is the Reality of Two-Year Colleges?

David C. Ballinger

Today, according to the American Association of Community and Junior Colleges (AACJC), there are over 1,200 public and private two-year colleges in the United States. The number of these types of institutions has more than doubled since the Korean War era. Each of these institutions has budgets, building, grounds, faculty, staff, etc.

Almost five million students are enrolled in two-year colleges in the United States today. These students number more than twenty times the enrollments on two-year campuses during the World War II era. These students are real. They pay tuition and fees, purchase books and lunches. They devote time and energy pursuing their education and training. As a result of their existence, a

network of school related activities, organizations, and services has evolved. These include athletics, choirs, support groups, honor societies, alumni groups, and so on.

The AACJC reported that, in 1980, there were 238,841 two-year college instructors. Forty-four percent of these were full-time and fifty-six percent part-time. The majority of these faculty are relatively new; that is, relatively recently hired. There were less than 25,000 two-year college instructors teaching before 1953. A distinctly new category of faculty is emerging—two-year college faculty. They will be different from the faculty of secondary schools and from their collegiate counterparts in four-year colleges and universities, who include more "research" and "service" in their repertoire. These new professionals have already become viable. This is evidenced by what happens within organizations such as the Ohio Association of Two-Year Colleges. These faculty strive to identify their special role and mission. They periodically meet to discuss and define needs and outline strategies.

One sure sign of viability in our society is the existence of organizations. Two-year college education has not only survived infancy—it is thriving in late adolescence. Nationally, there is the American Association of Community and Junior Colleges. Within the various states we see other recently formed organizations, such as the Ohio Association of Two-Year Colleges and the Ohio Two-Year Technical and Community College Association. These organizations have sub-groups which are formally or informally related. These bodies become active lobbying and political forces. They raise and spend money, hold meetings, try to persuade legislators, influence public opinion, etc.

Two-year colleges grant associate degrees. Bulletin 1960, No. 28, of the U.S. Office of Education indicates there were some 2,700 different degrees ranging from "Adjunct in Arts" to "Wood Technologists" and including "Doctor of Lithuanian Philology Humanities," "Diplomate of Chiropractic," and an "Associate in Applied Science in Building Construction," to name but a few. "The degree may be thought of as a grade or rank that colleges and universities confer upon students for their educational attainment. The bachelor's degree and associate's degree are the two principal types awarded at the undergraduate level. (Carnegie Foundation, *Mission of the College Curriculum,* 1977, p. 129)

The University of Chicago awarded the first associate degrees in 1898. The degree was awarded for successful completion of a two-year curriculum. Since then, many other institutions have come into existence and have awarded associate degrees for successful completion of two-year programs. While two-year colleges of one type or another have been in existence in the United States since the early 1900's, these institutions were sparse until the post World War II era when two-year colleges rapidly grew in number. Today almost every American and Ohioan is within comfortable driving distance of a two-year branch of a university, a two-year community college, or a two-year technical college. These two-year schools offer several different two-year degree alternatives.

Basically, the different two-year degrees generally granted are the Associate of Arts, the Associate of Science, the Associate of Applied Science and the Associate of Applied Business.

What are the basic differences among an Associate of Arts, an Associate of Science, an Associate of Applied Science, and an Associate of Applied Business? The Carnegie Foundation findings offer the following degree definitions: The Associate of Arts, "is designed primarily as a transfer degree and includes courses that parallel the offerings of four-year institutions."

The Associate of Science degree, "is usually intended to prepare one for immediate employment in a specialized field *but which* sometimes is used as a transfer degree in the Sciences."

"The Associate of Applied Science, "certifies both competence in a technical and occupational field, enough to merit entry into employment and academic achievement that can be transferred to four-year college." (Cohen, *AACJC Journal,* December/January 1985-86, p. 25)

The Ohio Board of Regents, in its *Operating Manual,* defines Associate Degrees. "The 'Associate of Arts' and the 'Associate of Science' are degrees awarded for successful completion of a planned program of study which is generally equivalent ot the first two years of a Baccalaureate Degree program."

"The 'Associate of Applied Business' and the 'Associate of Applied Science' are degrees which are awarded for the successful completion of a planned program of instruction in a technology, the primary objective of which is the preparation of individuals for paid or unpaid employment in that technology, or for additional preparation for a career other than a baccalaureate or advanced degree." (*OBR Operating Manual,* pp. 301.0-302.0)

And so the final "proof" of the significance of two-year education was pointed out by Arthur Cohen. Arthur Cohen reported that the AACJC estimated there were 470,500 Associate Degrees granted in the U.S. in 1983/84 by over 1200 public and private two-year schools.

Two-year colleges are viable today and will be even more so in the days to come.

David C. Ballinger
Vice President for Academic Affairs
Cincinnati Technical College
Cincinnati, OH 43223

The Editorial Board of the OATYC Journal is soliciting written responses (three or four paragraphs) to the question: **How Can a Two-Year College Faculty Member Best Cope with Change?** The question should address one of the many possible perspectives. Here is your chance to participate, and the Board encourages you to do so. As determined by the Board, the best responses will be published in the Fall edition's "Forum" section, deadline: March 20, 1987.

Is There, Indeed?

Carolyn R. Craft

My first reaction to such a question, as a seventeen-year veteran in the Ohio two-year college system, is "Oh, no! Not again!" Is it still "prove your love" time? The two-year system, after twenty-plus years of State and Board of Regents chartered service to the state and to our students, surely doesn't still need to justify its existence, to proclaim its outcome—does it?

"Is there such a thing as two-year education today?"

Defensively, those of us teaching in the two-year system might dismiss the question as a snide cheapshot from uppity university types.

But wait. Suppose the question doesn't come from university personnel? Suppose it is asked by our current or by our potential students? Suppose it is asked by the communities we serve, the communities that support us? Suppose

it is asked by colleagues new to the two-year college endeavor and experience? Suppose it is asked by the businesses and industries that intend to employ our graduates?

To these we owe an answer, a definition, a clear indication of our ongoing sense of purpose, an honest recognition of our expectations—and our limitations—for our students, our programs, ourselves.

"Is there such a thing as two-year education today?"

Part of the answer can come from the Chancellor. After all, the boss recognizes and applauds us, doesn't he? *The February 1986 Policy Study of Ohio Board of Regents* Chancellor William Coulter subtitled "A Leadership Challenge for Ohio's Two-Year Colleges" discusses clarifying, reaffirming, and enhancing the two-year college mission. The Chancellor's policy study [p. 16] states once again the two-year college goal:

> Both by charter and by mission, Ohio's two-year colleges have been delegated primary responsibility for the public education and training of its postsecondary adult citizens. Ohio's two-year colleges are open access institutions; they provide special remediation programs and tutorial assistance for students who come to college underprepared; they provide special equipment and instructional materials for handicapped students; and they provide a variety of financial assistance and other support services, including child care. Ohio's two-year college serve more minority students than any other sector of higher education, and over half of the students enrolled at these campuses are women. Perhaps most important, however, is the fact that the two-year campuses provide education and job training that is easily accessible geographically and at a relatively low cost to the students.

Further, the Chancellor's policy study says, "At the heart of the two-year college mission, as indicated in Ohio Revised Code Chapters 3354 and 3357, is *technical education*—providing accredited, college-level coursework leading to the associate of applied science degree." [p. 7] The Chancellor also says, "The Ohio Board of Regents should formally acknowledge the two-year community colleges, technical colleges, and university branch campuses in Ohio, in addition to such other collegiate missions as they likewise may have, as the primary collegiate provider and coordinator of adult education and job training services in their local communities now and for the foreseeable future." [p. 24]

Such public policy words reaffirm the two-year college directive.

In addition, five community colleges, three state community colleges, sixteen technical colleges, and twenty-four university branch campuses [Policy Study, p. 4] certainly verify that there are two-year educational institutions in Ohio. In other words, we have the buildings, we pay salaries to staff, we offer programs, we award our Associate degrees. But the question is do we have the accomplishment—do we have "education?"

For the question "Is there such a thing as two-year education today?" isn't, I suspect, aimed at the tangibles of buildings or degrees. This question is likely aimed at the philosophic consideration of whether any result that can be genuinely labeled "education" can be achieved in a two-year span.

Is the two-year endeavor producing people who can claim to have an "education" in the philosophic (not just the employability) sense?

Is there such a thing as two-year education today?

Blum and his taxonomy long ago dissected "education" for us and determined it meant "knowledge, understanding, and skills." In other words, the "educated" student would have facts, insights, and techniques. ("I can name that machine, explain its function, and depress the 'on' button.")

As a matter of fact, two-year "education" does a terrific job of preparing people to know, to understand, and to do. The Chancellor's study recalled that "three features which characterize technical or paraprofessional education [are]: (1) the relationship of theory-based learning to acquisition of skills; (2) the level of communicaiton and interpersonal relationships; and (3) the accountability of the individual." [p. 8]

The tallyers of such things can offer statistics that show that two-year graduates get jobs in their fields more often and get these jobs faster than four-year graduates. But such statistics document only "employability."

The documentation to support a claim that two-year education is "education" comes from the testimony of the business and industry personnel who say they can retain and promote two-year graduates and from the testimony of those same business and industry personnel who come to two-year education institutions for the specially-designed courses they need for their employees.

The documentation to support the "education" claim comes also from the examples of the two-year graduates themselves. These two-year graduates have more than the skills of their trade to offer. Their education is exemplified because they can solve problems; they can work with others amiably and productively; they can communicate; they can continue to learn themselves; they can teach those they supervise.

However, perhaps the question "Is there such a thing as two-year education today?" intended the stress on "today," and meant to imply that today's technology demands of its technicians such continuous updating that no two-year graduate could ever consider himself or herself "educated" but would have to go on "being educated" indefinitely.

But then haven't those of us in two-year education always not just conceded but indeed touted that concept? We never wanted to "educate" in the sense of "finalize" what must be known by our students. Rather, we have always endeavored not just to teach what to learn now but also to teach how to continue learning.

Yes, our two-year graduates do have an "education." They are not just "trained" as a vocational student might be nor are they "theorified" as an exiting baccalaureate might be. Our two-year graduates are, with delightful practicality, at a comfortable midpoint—they know, they understand, they do.

Indeed, twenty-plus years into the two-year college business, we need not be defensive but can enjoy much pride. We are giving people life skills and work skills in a practical balance and an efficient time frame. Students want what we teach. Employers want those we graduate.

Yes, indeed, we have not just a two-year education system but a two-year education success. Our alumni, many of whom successfully tranfer into four-year programs, but most of whom move directly into business and industry, justify our claim of "success."

To our students, communities, new colleagues, and business and industry personnel-seekers who ask, "Is there such a thing as two-year education today?" I think we can offer a confident and documented, "Yes, you can expect 'education' from two-year education."

Carolyn R. Craft
Instructor
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REACTION

Response to "Plus One: Why Most Merit Pay Plans Fail and a Few Survive."

David Munn

The Journal *encourages letters and articles in reponse to its contents, policies and OATYC activities. The following is a reaction to last spring's* Journal *article concerning merit pay.*

Richard Murname and David Cohen's studies on the nature and success of merit pay plans in the nation's public schools (OATYC *Journal*, Spring) have some insights for those of us in two-year post-secondary educational institutions. While the focus of the study was on public schools and the grade level of K-12, merit pay in principle is widely used in post-secondary colleges and universities.

In most post-secondary institutions, merit pay would be the "old style merit pay," in the terminology of Murnane and Cohen, where the merit pay and faculty member to faculty pay increase differential is decided by administration personnel. The sticky wickets in "old style merit pay" were correctly identified by Murnane and Cohen as the questions asked by faculty member X—Why is my pay increase smaller than faculty member Y's increase and how can I be guaranteed a bigger increase next year? Since post-secondary faculty have not only to achieve excellence in teaching, but also to participate in scholarly activity and institutional and community service, the administrative response to these sticky questions can be extremely difficult to quantify. My opinion is that the emphasis on scholarly publication in research universities is in large part due to the greater ease of counting and quantifying scholarly output compared to documenting teaching excellence or appropriate institution or community service.

Murnane and Cohen describe the "new merit pay" as a system whereby teachers are evaluated by increased student performance on objective and widely utilized standard tests. Examples might be the Iowa Test of Basic Skills, ACT, SAT, etc. Such a system can quickly encouarge faculty to teach for test score improvement, thereby stifling the creativity and diversity so important to the college faculty teacher at every level.

Administrators at the college level can and do also evaluate and reward faculty with the tenure and promotion process and with differential support for equipment, supplies, and travel to professional meetings. These methods are widely used because they are less likely to run directly into the difficult questions faculty can pose as a consequence of merit salary increases of the "old" or the "new" style.

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Vol. XII No. 2 Spring 1987

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Response to "Is There Such a Thing as Two-Year Education?"

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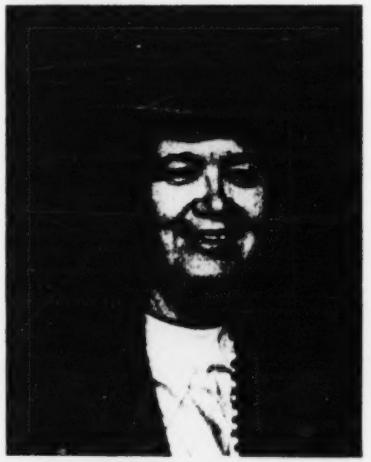

Jane Watkins

We spent several meetings tossing around the vocabulary associated with a 20th anniversary, something like—"Going on 21" and "Where to from Here," but we went ultra-modern with "Back to the Future—20 Years to 2001" which can cover everything we want to say about the two-year colleges and OATYC from history, to articulation, to where we should be at the next turn of the century.

I remember sitting in the old Holiday Inn adjacent to the University of Akron campus—CCC was only 4 years old, and The Akron University was 100 years old, but its two-year college was only 3 years old. Many of our present member schools were just a glint in some legislator/educator's eye.

But 20 years is not a long time in terms of education history. We wondered then how we were going to handle all the students, and now most of us are out recruiting students. Gone are the grateful veterans of the 40's—the anti-establishment students of the 60's—the quiet hopefuls of the 70's—and now we have the goal-oriented students of the 80's. I always worry that the 90's work-place will look something like Woody Allen's "Sleeper" with its robots and austere setting.

Since that historic first meeting planned by our Dean Petry and no doubt Dr. Chapman from CCC and faculty members, we have been sharing ideas and ways to accomplish goals, and to communicate. We still need to share ideas. We realize that when we solve one problem, there are others to take its place; and it becomes a struggle to meet all the pressures.

We are hoping to celebrate our 20th-anniversary convention with all of you who are committed to the two-year college future—old members who remember that first year, current members, and those of you who are planning to be a force in the future. The call for papers is out. Come and be a presenter or come and be part of the sharing of ideas. Mark your calendar—we'll be at the Quaker Hilton on Thursday night and Friday, November 5 and 6 and at The University of Akron for breakfast and finale, Saturday morning. See you there.

Jane Watkins
OATYC President

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The *Journal* encourages submission of material for any of its sections by faculty, staff, administrators and/or trustees of any of Ohio's community, general and technical, junior, regional and technical campuses. The *Journal* is particularly receptive to articles of general profession importance in the areas of administration, instruction, and baccalaureate or technical studies for two-year institutions.

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The Ohio College Association, an organization of over seventy public and private institutions that has been promoting inter-institutional cooperation in Ohio for over a century, continues to make available a voluntary professional liability insurance program to the administrators, faculty and staff of member institutions.

Limit of Liability: $1,000,000 per occurrence.
Cost: $95.00 for all except student teachers – $15.00 for them.
Coverage: Bodily injury, personal injury, property damage, corporal punishment and errors or omissions of the insured or any other person for whose acts the insured is legally liable arising out of the insured's educational employment activities.
Eligibility: Part-time and full-time faculty, administrators, student teachers, social work students on field assignment, other instructional personnel and general staff on salary to and under the control and supervision of the governing body of any college or university which is a member of OCA.
Policy Period: From date application and premium received by Administrator through the September 4, not to exceed one year. A certificate will be mailed to each individual applicant. Renewal notices will be mailed to all policy holders prior to the next period.

Application for Professional Liability Insurance

Name _____ Home Telephone( )_____
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Home Address _____

Job Title _____ Department _____

☐ Teacher/Administrator
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Name of College, University or Branch: _____

Submit this application and check or money order (no cash) made payable to: **Richard T. White, Administrator, 28001 Chagrin Boulevard, Cleveland, Ohio 44122, (216) 831-1800.**

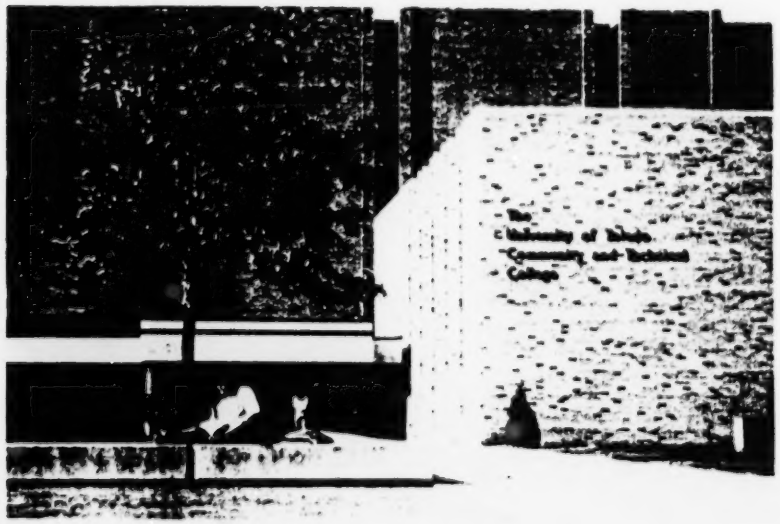
TEXT

FOCUS: The University Community and Technical College, The University of Toledo: You've Come a Long Way, Baby!

Raymond S. Henry, Jr.

The Journal *visits a different Ohio two-year campus each edition. The* Journal *hopes that these sojourns foster a better understanding of each other. This issue takes you strolling through the beautiful seven building campus of the Community and Technical College of The University of Toledo.*

The Community and Technical College of The University of Toledo grew out of a junior college which was established in 1957 with a director and one faculty member and a number of part-time faculty. In the next few years, a few more full-time faculty were added, and the director was established as a dean. The early faculty had no offices, and, according to their "war stories" to later full-time faculty, operated "with the trunks of our cars serving as offices." They had no classrooms of their own but used classrooms as they were available in the other colleges. By 1963, it had grown to sixteen full-time faculty members, had changed the name to the University Community and Technical College, and had office space, but still shared classroom space as it was available within the other colleges. It consisted of three departments—General Studies, Commercial Studies, and Industrial Technology—with a total of eleven programs. Although it started as an institution to award certificates and associate degrees in technical areas, it also gradually assumed the function of preparing students



who could not meet the academic criteria for admittance to a baccalaureate college. In addition, a student who met the initial academic requirements for admission to a baccalaureate college at the university but who was subsequently suspended for poor academic performance, could enroll in the two-year college without sitting out one semester, and if he were successful in raising his grade point average to an acceptable level, could transfer back to a baccalaureate college. However, according to the 1963 *College Bulletin*, "Whenever a University Community and Technical College student is accepted by another college, the final decision on the number of credits, if any, to be transferred, will be made by the baccalaureate college which accepts him."

By the year 1968, a number of changes had been made. A building had been designated as office space for the faculty, another steel prefabricated building had been built on the main campus for the use of the two-year college, the number of full-time faculty had risen to seventy-five, the number of programs had increased to eighteen, and the three departments had become divisions. However, the majority of the students enrolled in the college were general studies students seeking to transfer to one of the baccalaureate colleges.

In 1969, the biggest physical change in the college occurred, moving the college to a separate site, the Scott Park Campus, located about one and one-half miles south of the Bancroft campus. At this campus, the college had its own identity and its own facilities and support services. Currently, the campus consists of seven buildings, five of which are connected by a main concourse; there are one hundred four full-time faculty, and there are six departments offering a total of thirty-six degree programs and ten one-year certificate programs.

Of the buildings on campus, the Learning Resource Center is four stories high. On the first floor is the library; on the second floor are the audio-visual

center, a reading center, a writing center, tutorial math service, a number of personal computers, and stacks housing more library books; on the third floor are faculty offices; and on the fourth floor are television services, a humanities laboratory, and a few classrooms. The Academic Services Center houses on the first floor the Counseling and Advising Center, the Financial Aid office, the Records office, and the computer laboratory; on the second floor are the Bookstore, typing and business machines classroom, an open typing and word processing laboratory, and administrative offices. The Classroom Center is where most of the traditional classes are held, and the Basic Sciences Laboratory Center contains laboratories for chemistry, biology, electronics, and drafting and design. The Student Services Center contains a general cafeteria, another informal eating area, a game room, a canteen area, an auditorium, three lounge areas, and facilities for offices for student organizations. Of the two buildings not connected to the other buildings, one is the Non-Academic Service Center which houses a food service laboratory and a day-care center; the other is the Engineering Technologies Laboratory which contains most of the engineering laboratories.

In addition to the usual programs offered in most two-year institutions, the University Community and Technical College adds new programs to keep up with the technological advances of our culture as these advances are evidenced by community demands. Thus there are programs in such areas as Computer Assisted Drafting and Design (CADD), Computer Assisted Manufacturing (CAM), plastics, robotics, and keyboarding. In addition, the General Studies Department is currently reviewing curricular offerings *vis a vis* critical thinking skills and a college-wide core curriculum as well as reviewing a developmental skills curriculum to keep abreast as reflected in the latest research. To achieve these changes, a number of faculty have been granted released time.

The faculty is a very dedicated group of professionals representing many diverse areas of expertise. Thirty percent hold the doctorate, a large number attend and participate in conferences, and number of them publish. As one compares the existing ethos of the college which its inauspicious inception, one would certainly have to admit that the University Community and Technical College has indeed come a long way.

Raymond S. Henry, Jr.
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"Our Search for Identity"

Abstracts of the 1986 OATYC Conference Presentations

Let's Keep Faculty Where They Belong

Luanne Pruehs

The 1986 OATYC Conference held at Muskingum Area Technical College, November 6, 7, and 8, was a great one. Again, the OATYC thanks Cherie White, MATC, and each presenter for contributing to its success. For those of you that missed part or all of the conference, the Journal *takes great pleasure in sharing with you the submitted abstracts of the presentations.*

Where do faculty belong? In the opinion of a number of people, including faculty, it is *NOT* in the classroom. In a number of institutions of higher learning, one can observe faculty functioning as administrators, spending inordinate amounts of time in meetings or involved in "special projects" as assigned by administration. Certainly these activities may be important but perhaps all too often, someone has lost track of the precept upon which the two-year higher education movement was founded—teaching excellence. Two-year faculty belong in the classroom with assistance from administration in the areas of intrinsic and extrinsic rewards to help foster their teaching excellence. In an effort to renew faculty vitality, a must in teaching excellence, the knowledgeable administrator will consider tangible and intangible incentives for faculty.

There are three myths that prevail in two-year colleges which inhibit effectiveness. It is necessary for administration and faculty to work together to dispel the "myth of the perfect mother," the "myth of productivity" and the "myth of intrinsic rewards for great teaching."

A formal, rigorous evaluation system and a rewording for great teaching, sanctioning competence are only two of several ways that two-year college leaders might make a commitment to great teaching. In addition both administrators and faculty must work, apart and together, to reduce some of the bureaucratically and externally imposed barriers to effective teaching.

A recommitment to great teaching, both on the part of administration and faculty, is an absolute necessity in the latter part of the 80's. Faculty belong in the classroom, doing what they do best: teaching!

Luanne Pruehs
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The Strategic Planning Process for the Regional Resource Center: An Identity for Ohio University, Chillicothe

Arthur L. Vorhies

Ohio University, Chillicothe initiated a Strategic Planning Committee in 1983. This committee chose as its first strategic issue the development of a Regional Resource Center as an identity for the campus. The Regional Resource Center is not a room, department, or person but is a direction to guide the resources created at Chillicothe by the University and the State of Ohio. The Regional Resource Center is an umbrella concept which is being designed to meet the needs of the extended community by providing education/training, culture/arts, information/research, and personnel resources to individual, public and private sectors. It is designed to meet the changes caused by the dramatic shift in Ohio's industrial base from labor intensive mass production to capital intensive production and service based business. The planning has been consistent with the Ohio University Ten-Year Plan and also with the Mission of both Ohio University and Ohio University, Chillicothe.

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Zoology and Botany
Chillicothe Campus
Ohio University
Chillicothe, OH 45601

Combining Proficiency with Intellectural Enrichment: AIS Degree and the Distinguished Student Program

Edith Weinstein

In the Community and Technical College of The University of Akron, the Distinguished Student Program and the Individualized Studies Program have been created because of the changing student population, the changing occupational needs, and the changing focus of education. Recent statistics from the 1980 census data identify a shift to older students in colleges, and a shift to information occupations. As a result, these two programs embody the principles of a strengthened general education program and a flexible choice of careers. The organization of each program includes a coordinator and committee with specific responsibilities to direct the activities of the program and to assist the selected students. Ultimately the aim of the Community and Technical College is to balance the strengths of its earlier objectives and programs with the strengths of new objectives and plans to help develop in students "The Marks of an Educated Man."

Edith Weinstein
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The Role of the Two-Year College in a Multi-Cultural World

Richard G. McMann

A discussion of the importance of multi-cultural education in two-year colleges from the perspectives of economic development, educational quality and personal enrichment. Included was a brief view of some of the multi-cultural programming currently offered by OATYC members and proposal for sharing resources among members.

Richard G. McMann
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Faculty Governance: How to Make it Work—History, Implementation, Support

Dan Garrison

The Ohio State University's Agricultural Technical Institute's Faculty Senate acts in an advisory capacity to the Administration. The Senate is made up of one member elected from each academic division (5) and 11 at-large representatives. Senate members must have at least a nine month/100% teaching appointment, or have a joint appointment (with another Ohio State unit) with 50% (or greater) ATI teaching responsibility. This assures that those with partial administrative duties are not eligible for Senate membership. The committees which help the Senate serve as an advisor to the Administration are the Executive Committee, the Liason Committee which meets with the Director or a member of the Administration on a regular basis, the Administrative Committee which maintains the Constitution and Bylaws, the Budgetary Committee, Personnel Committee, Grievance Committee, and Academic Committee. Ad Hoc Committees may be formed as was recently done to aid the Institute in its enrollment effort.

The organizational relationship of the Faculty Senate is with the Office of the Director. Therefore, it's essential the Director is honestly seeking input and communications with the Senate in order for the Senate to be effective with other administrative offices, as well as with the Director. Since administration is a continuous process, communications with Senate must also be continuous.

A strong faculty and a willing administration are two necessary components for communication and a strong college.

Dan Garrison
Director
Linda Houston
Senate President
Agricultural Technical Institute
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Wooster, OH 44691

MTC's General Education Department Innovates for the Eighties

Betty Dietsch

The eighties have brought new pressures to two-year colleges. Chief among these is the problem of enrollment decline. To help counteract this trend, Marion Technical College's General Education Department has developed programs and marketing strategies to emphasize student recruitment and retention.

Two specific ways that MTC's General Eduation Department are addressing the problems of attracting more students and marketing courses include Whiz Kids classes offered on campus, and tailor-made courses for business and industry are provided on site. Whiz Kids, geared for first through ninth grades, offer an array of mini-courses taught at the students' level. These classes basically acquaint parents and children with MTC and show the institution in a service-oriented light. On-site courses accommodate business needs and acquaint a new population with our quality offerings.

We have also instituted an evening science program. Licensed practical nurses were to be our prospective students. During meetings scheduled at the hospitals, the LPN's communicated their needs. Since these students have been highly motivated, and the instructors have shared materials, the program has been quite successful.

To aid retention, the General Education Department offered a self-paced algebra course, geared to the individual student. During the course each student works at his or her own pace, doing exercises, checking his or her own answers, and taking an exam at the end of each chapter. A comprehensive final exam is also given to each person at the completion of the course. The instructor does very little lecturing, but does spend considerable time assisting students one-to-one.

MTC also staffs an independent grammar lab. This innovative concept was implemented without a separate room or additional equipment by placing programmed textbooks and quizzes in the Media Center, and by placing grammar software in the Apple Lab. Upon an instructor's recommendation or as a course requirement, students with grammar problems use the lab on their own time. As a followup, the instructor consults with students and makes further recommendations if warranted.

These approaches and others by the college have helped to attract students and stem attrition.

Betty Dietsch
General Studies
Marion Technical College
Marion, OH 43302

The Pitfalls and Benefits of Providing Contract Training to Business and Industry

Paul Callahan

Cincinnati Technical College has experienced extreme growth in contractual training provided to business and industry. During 1985-86 the College provided courses and customized training to approximately 2,560 people (160 on a credit basis and 2,400 on a non-credit basis). Contracts have been made with several notable organizations such as Ford Motor Company, General Motors, Standard Oil of Ohio, Childrens Hospital, Bethesda Hospital, General Electric, Emery Industries, Procter & Gamble, and U.S. Precision Lens.

Our program has progressed from a situation of waiting for business and industry to contact us to a more aggressive posture. We have had to deal with many internal challenges which has included insufficient instructional resources to respond effectively, policies that would encourage faculty involvement, organizational structure that would promote teamwork between Continuing Education and the academic divisions, and lack of sufficient facility on campus to conduct industry training.

We do not pretend to be experts on this topic. However, we have made a decision to provide contract training to business and industry. We have learned how to serve this market through the school of hard knocks.

Paul Callahan
Business Technologies
Cincinnati Technical College
Cincinnati, OH 45223

Do Women Fear Computers?

Joy Callan

This presentation summarized the current literature and presented an analysis of the responses of male and female students to questions dealing with attitudes toward the computer both before and after the students completed a one-quarter introductory computer course.

Expectations about results were based on a review of the current literature. In general, it was expected that females would report more fear, that their fear would diminish after taking the course, that they would prefer using microcomputers, that they would be more likely to prefer working in groups, that they would prefer direction in the labs, and that they would be more likely to prefer single-sex classes. Also, it was expected that females would express less interest in learning about computers and that they would report a lower ownership rate. A fear index designed to measure general apprehension was based on responses to four questions about specific areas.

Areas covered by the survey included ownership, expectations, specific fears, and preferred learning styles. Women reported more anxiety before taking the course, but did better in terms of grades, and reported a decrease in apprehension about using computers and programming after taking the course. Women

did not report a preference for group work, but did prefer direct lab supervision, co-educational computer classes, and, by a small margin, using microcomputers instead of a minicomputer.

Joy Callan
Business Technologies
Raymond Walters General and Technical College
University of Cincinnati
Blue Ash, OH 45236

Confronting the Mission of the Institution: A Use of the Charrette Process

Toba Jeffery

This presentation gave the background of how a two-year college, Cuyahoga Community College, determines its purpose. The presentation discussed the factors that have often enlarged, modified, and/or reaffirmed that College's mission. Also, the process employed in examining the mission of the College and arriving at consensus concerning the mission statement and future goals was discussed in detail.

This process, called the Charrette, is defined as follows:

> Derived from the French word for little wagon, the term "charrette" was orginally applied to carts used during the Middle ages upon which architectural models were placed for transport to Paris for judging in architectural competition. The craftsmen worked continually on these models over the course of the journey, identifying the need for further work or development and making decisions on additions, changes, and modifications based on continued study and input from other craftsmen.
>
> The term "charrette" is now used by Cuyahoga Community College to describe a structured, intensive planning session during which community representatives and College personnel participate in active debate and discussion related to specific topics of institutional policy, strategic, administrative, or operational importance.

The details of the Charrette process were considered to enable other colleges to try this approach. Also, some specific problems at Cuyahoga Community College and their resolution were discussed in order to give more reality to the Charette process and to provide ideas for other colleges with similar problems.

Toba Jeffery
Fine and Professional Arts/Humanities and Communications
Western Campus
Cuyahoga Community College
Parma, OH 44130

Who Needs the General Studies Department?

Ed Lamp

General Studies and the Social Sciences are the long and almost lost step-children of the two-year college system. The Board of Regents funds them at the lowest level and administrators often treat them as if they had something short of AIDS. However, employer surveys are saying if students or employees can read, write, and have problem solving skills "we want them and we will train them to OUR system." Where do they learn to do the basic skills that make them other than illiterate and math disfunctional? The other divisions of the college complain when they have to take time to teach them math before they can get down to the real education of business or engineering. The answer is The General Studies Department—the same place the students learn social coping skills.

When one looks at the drug and alcohol problems and add to these such things as abuse, mental illness, and divorce, what does he have? A problem: the students cannot live with themselves or the people around them. What good is a trained person who has spent most of his time between the mental hospital and the courts?

Are faculty in General Studies and the Social Sciences professional enough to command and demand the position of importance that is needed in the Ohio educational system?

Ed Lamp
General Studies
Terra Technical
Fremont, OH 43402

External Marketing Assessment to Determine the Educational Needs of Businesses, Industries, Health Care Facilities and Government Agencies in the Ohio University, Chillicothe Service Area

J. Steven Phillips

Jacobson (1985) in the *Chronicle of Higher Education* suggested that colleges must respond to the educational and training needs of business and industry. This was reinforced in Ohio by Chancellor Coulter (1985), who identified leadership roles that two-year campuses should adopt in their communities. He said, "Make two-year campuses the first point of contact for all adult training programs offered to workers and to businesses and industries in their communities." The need to maintain enrollment and function in the current economic environment will help administrators and faculty accept the benefits of the procedures business has established. The primary instrument of the marketing process is the needs assessment.

The research conducted by Ohio University, Chillicothe was based upon a return of 32 or 86% of businesses and industries employing 100 or more and 66.29% of small business or 118 of the 178 selected businesses. The study focused on the needs identified for education, training, retraining, consulting and technical support as well as economic impacts upon business, industries, health care facilities and government agencies in the Ohio University, Chillicothe service

area. Specific program development with the needs of the area and an emphasis upon quality is currently underway and will continue.

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Impact of Special Projects/Programs in Arts and Humanities on Educational Process in the Two-Year College and the Community

William Lewis III, et al.

The welcomed attention which William Bennett brought to the necessity "of the humanities in higher education" as Chairman of the National Endowment of Humanities, has not gone away, but broadened to include the entire liberal arts.

The recent Carnegie Foundation report suggests that skill-training, careerism and credentialing are replacing quality education (*Chronicle of Higher Education*, November 5, 1986). Further, that current student attitudes and the demands of the market place, i.e. the need for students at any cost, are endangering the future of the liberal arts in two and four-year colleges. (Greene, Astin 1986).

After eight years of programming in the performing arts, certain goals in line with the College's mission have become established. They are:

- To expand the awareness of students and community members with respect to the cultural arts
- To offer the highest quality arts programming at affordable prices and/or free of charge
- To present programs that reflect the complex cultural and ethnic nature of the community
- To present programs that clearly have educational as well as entertainment value
- To present programs that attract new and non-traditional audiences to the performing arts.

In tune with several of these goals, the College's Office of Cultural Arts has created a series of programs, multi-media in nature, which place the arts in social and historical context. The programs have dealt with a variety of styles and medium . . . ranging from music to dance to theatre . . . from Jazz to Impressionism to the Renaissance. Title such as, "Mozart, Mostly from the Minor and Mature Years" to "Basic Bebop," "Totally Baroque" and "Murder and Mayhem in Mythology" have been used to create an upbeat sense of the events. Television and radio personalities have been engaged to narrate programs and, as expected, have brought audiences in for no other reason than to get a close-up view of the personality. Once there, they have been expanded as well.

The Cuyahoga Community College Institute on Human Relations is responsible for the development and support of educational programs seeking the creation of understanding of and the improvment of interaction between groups artificially separated by cultural, age, gender, class, and lifestyle differences. To accomplish these goals, the Institute is developing curriculum for a Human Relations major and a Gerontology Program. To reach into the pre-college age student group, the Institute supports Martin Luther King Youth Leadership Institute which develops leadership skills in selected junior and senior high school students.

For the future, the plan is to integrate the style of projects and programs with the Humanities and General Program offerings so that when the student is learning, he is also brought in touch with the personalities whose work reflected their times. This is being accomplished through the Instructional Deans and Student Development areas.

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Instructing High Risk Students: Innovative Techniques

Janet Stevens-Brown
Marilyn J. Valentino

With as many as half of today's freshman population entering college underprepared and with many of the same people leaving soon after, community colleges more than ever must face the learning exigencies of its high risk students. We must explore and examine different methods of teaching those students who have failed in the traditional mode of learning. Simply adding more developmental courses often has yielded the same result—failure. These high risk students who have been taught what to learn need instead to unlearn negative programming and to relearn how to learn in a holistic, integrated approach. In this way, they will successfully retain skills and colleges will hopefully retain them.

Teachers need first to comprehend and accept heterogeneity and academic diversity in their students' learning styles. Then they must learn and use a variety of instructional strategies, providing multi-dimensional opportunities for success. In its search for new technologies of learning Lorain County Community College has implemented one approach that seems to work.

Alpha learning is currently being used to teach students to become better learners. Alpha learning introduces students to the four brain-wave states, what happens in each, and methods of controlling their own brain-wave states. Once these are learned, they are integrated with performance rehearsal, goal setting, guided imagery, reading, and test-taking skills. Students who choose to participate in the Alpha learning activities at Lorain County Community College benefit by developing more confidence in their own learning ability, become more efficient with managing their personal resources, and read, process and remember information more effectively.

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The Consortium for Instructional Improvement—A Model for School and College Cooperation

Craig D. Laubenthal

Cooperative ventures in the State of Ohio have become more than just symptoms of another fad movement. Serious efforts to pool talent and other resources by education and business are proving themselves worthwhile. As natural as it may seem to have institutions of higher education working on an organized and regular basis with primary and secondary schools (Hathaway, Conference Reviews, 1985; Schaffer, et al., Kannapolis City Schools, 1983), such cooperative and productive arrangements are sparsely scattered. The literature reveals a number of collaborative programs across the United States with primary emphasis on meeting somewhat specialized needs such as assisting schools with accreditation (Gose, *North Central Association Quarterly*, 1985), computer literacy (Rude-Parkins, *Journal of Staff Development*, 1983), training principals (Pellicer and Buford, Executive Educator, 1982), art instruction (Szekely, *Improving College and University Teaching*, 1981), English instruction (Hellstrom, *ADE Bulletin*, 1979; Lewes, College Composition and Communication Conference, 1985; Wall, 1984), and evaluation (Prentice and Richardson, AERA, 1980). Several university research programs are discussed that have utilized cooperation with school districts (Nyr, *Theory into Practice*, 1983; Huling and Johnson, *Teacher Educator*, 1983; Norris, et al., AERA, 1982). General consortial, educational improvement organizations with a strong professional development emphasis of the kind noted in this paper have been described by Campanale ("Action in Teacher Education," 1986), Mahlios and Carpenter (*Education*, 1982, Summer and Fall), Hanes, et al (*Phi Delta Kappan*, 1982) Riles (*AGB Reports*, 1980), Hathaway (Conference Paper, 1985), Soder and Andrews (AERA, 1984), Oxman and Michelli (AACTE, 1984), Schaffer, et al (Kannapolis City Schools, 1983), Hymel (AERA, 1980), and the Department of Education (1984). In the Zanesville and Muskingum Valley area of Ohio, a consortial arrangement is now beginning its fourth year of programming and growth and appears to have matured enough to have already fostered an offspring in an eastern tier of counties.

History and Accomplishments

The Consortium for Instructional Improvement was started in the fall of the 1983-84 academic year by the Dean of the Ohio University, Zanesville Campus working with the Zanesville City, Muskingum County, and Muskingum Area Joint Vocational school superintendents, and the Zanesville City Schools Special Education Coordinator in response to a perceived need to save one faltering privately initiated program for children with learning disabilities (LD), and out of a general concern for coping with pressures from the community for increased special education services. Begun out of a nearly defensive posture with a relatively narrow focus, the Consortium quickly broadened its scope to include any area of education.

As stated in the bylaws, "The object of the Consortium shall be to pool area resources to develop alternative structures for cooperative and innovative programming that will offer promise of educational improvement." The concept of cooperation and sharing caught on immediately. School districts were working together where only modest involvements had previously occurred. Teachers and administrators were increasingly obtaining quality professional development programs often for credit with little or no cost due to the provision of scholarships by the University, the Consortium, and funding secured from local foundations.

During the first three years, the Consortium with major support from the OUZ Director of Community Education and Development—sponsored eight in-service programs for teachers and administrators; helped design, evaluate, and staff the Summer Learning Team Project (a practicum experience for LD children, their parents, teachers, psychologists, and principals); assisted OU in recruiting for a complete Masters in Special Education (which recently graduate twenty-seven students); sponsored a grantsmanship seminar resulting in five successful proposals; presented a convocation attended by 900 area teachers and featuring the State of Ohio Superintendent of Instruction; purchased the Madeline Hunter "Mastery Teaching" video tapes and portable tape player, instructed principals in how to use the tapes, and brought the noted speaker and educator, Dr. Hunter, to the area for major presentations to teachers and administrators; assisted in the selection of credit and non-credit workshops; served cooperatively with the Camp Milestone trustees to evaluate the program and recruit students (LD outdoor education); developed three college credit workshop conferences; secured over $50,000 in grants; and, established and funded the first phase of an advanced placement program for all the schools of one county.

Program Growth and Planning

Now in its fourth year, the Consortium has added ten school districts, one county superintendent's office, and one private higher education institution, bringing its total membership to twelve districts including one parochial, two county superintendents' offices, two vocational schools, and two higher education institutions. A planning committee is examining the initiation of a long-range, professional development plan involving principals, supervisors, and teachers in a coordinated approach to teaching excellence. A budget of $12,000 has been approved for 1986-87 which is up from the norm of $3,000 to $5,000. Topics being considered include early prevention of school failure, classroom of the future, entry level training for beginning teachers, and Teacher Expectation and Student Achievement (TESA).

Benefits of the Consortium

Earlier this article noted many of the projects completed or in process by the Consortium, but it would be misleading not to point out the benefits that accrue to both member institutions and the community. Members gain in different ways depending on whether they are primarily consumers of services or providers. Higher education providers may gain significantly in enrollment through programs for teachers and administrators. Most importantly, a considerable amount of good will is generated throughout the service district's schools and including parents who have participated. Good feelings toward the university or college will have long and short-range enrollment and fund raising effects that cannot be overlooked. It is critical that higher education institutions build an infrastructure in the community that is capable of sensing community needs and delivering resources of that or other institutions to meet those needs. A consortium of educational institutions in an area is a strong link in the chain that should also include business, government, labor, health care, social services, alumni, and service organizations. Of course, consortial arrangements are not feasible with every group, but bringing the campus into contact with all areas is important.

School districts as consumers of the Consortium's products benefit directly by having teachers and administrators upgraded, given new ideas and new motivation, and even given a new feeling about themselves as professionals. Students will likely benefit from any improved instruction. Bringing college faculty into closer contact with their peers in secondary and primary education promotes greater articulation. Although it may seem obvious, it should be noted that, for some districts, sharing expenses or pooling students to gain critical mass is the only way some programs can be accomplished. Grants are more obtainable when collaborative organizations apply versus individual applications by a number of schools. Without question, one very important, indirect benefit is that there can be some pretty strong pressures on members to institute programs in their systems that are being done elsewhere. Although never designed as an instrument of peer pressure, the Consortium can have that effect.

The community benefits if its educational system improves and becomes even more efficient due to sharing and reduced negative competition (Lick, 1985). The economy of Zanesville, Muskingum County, and surrounding counties is badly depressed. Concerned citizens have organized to change things for the good, and have begun by taking measures to enhance the quality of life in the area. The Consortium is playing a key role in this with its general efforts to improve instruction and its development of Advanced Placement (AP) courses for high school students and College Board AP training for teachers. The Advanced Placement program not only is a direct advantage to better students of the area, but also has a trickle down effect, improving instruction at other levels. None of this is accomplished overnight. When a community is trying to pull itself up by the boot straps, it needs various functioning sectors to be organized and cooperating. The Consortium does this for the education sector, and also provides the face validity needed by the community as it tries to attract new business and new, productive citizens as well as to retain existing resources. A functioning and visible consortium with visible programs like Advanced Placement is seen and positively considered by prospective developers and professionals considering a move to the area. Where the local higher education institution has considerable resources, such as with a regional campus of a major university, its involvement in the Consortium and the community can mean the delivery of a variety of valuable assistance. The college or university must keep its priorities in line, however, as delivery of the best resources to meet a need is far more important than creating another source of income or finding another way to use campus resources that may provide additional public relations or good will. The Consortium for Instructional Improvement, despite having a relationship with only one higher education institution (Ohio University, Zanesville) for its first three years, brought in resource people from Ohio State University; the University of Vermont; Muskingum College; UCLA; Ohio University, Zanesville; Ohio University; and from the government sector in a number of areas of the State of Ohio.

Cautions and Pitfalls

As one key to consortium strength lies in the dynamics of decision makers meeting in a favorable group setting, expansion of the group can create some impediments to good group interplay and can make group leadership difficult. When the Consortium for Instructional Improvement became a success, there was considerable demand from other institutions and school districts to be included. This was resisted for over one year in order to give the program time to mature. When expansion finally occurred, several meetings passed before the dynamics began to be sufficiently healthy. It is always possible in such a situation that some members join only because of a desire not to be left out rather than out of any dedication to the objectives of the organization. Low attendance at meetings can be a notable symptom.

The strength of having the decision makers around a table can also be a difficulty, especially for the chairperson. The nature of the members' jobs is such that they are too busy to tolerate any waste of time. Meetings must be kept to a reasonable agenda prepared through consultation with all members. Pre-meeting homework will save time but must not replace the democratic process if one is to have any hope of retaining the interest of the members. Sussman (AERA, 1982) points out that a key ingredient in successful working relationships was the individual personality of collaborators. Success was seen entirely as a function of the interpersonal relationships between university and school personnel.

Higher education members must take care not to give any impression of looking down on their superintendent peers. The Consortium is a sharing experience in which educators gain from each other and the programs sponsored. The gains are mutual (Boyer, ACE, 1977), and, if anything, advantageous to the higher education members who usually have a lot to learn about the current situation in pre-college education. In fact, some of the best Consortium programs have been those designed and presented by the combined efforts of teachers from various educational levels. Teacher education institutions can do far worse than consult practicing teachers and administrators (Walter, AERA, 1984).

Consortia must be flexible organizations if they are to remain viable. This can be especially true when educational institutions are involved with their notorious budgets. It would not be in the best interest of long-term functioning, for example, not to continue a given district as a member when that district has had its third levy in a row turned down and cannot pay its dues. Flexibility extends from finances to programming where continuity may have to make way for programming that meets the needs of a district that has basically not gained as much as some others due to geographic isolation or the nature of its educational program.

An important consideration of the consortium concept is that it does not require a particular type of higher education institution (such as one with a teacher education component) to either initiate or become productively involved with the project. The institution should have a strong community orientation, which is why the consortium is particularly suited for the two-year college. Furthermore, the consortium's bottom line is sharing resources to improve education. Therefore, its strength lies in its ability to bring in the needed programs from whatever sources it wishes even if the source is not the local two-year college. The leadership given by the two-year college will strengthen its connections to the community service area, its reputation and, therefore, its recruiting and fund raising potentials, and its effective involvement in social and economic development.

The two-year college may become involved in many types of consortial activities with other local colleges and schools. Some of these require the involvement of teacher education experts or institutions but most do not. Some of the most successful consortia have focused on fully articulating high school and college curricula. Course content and sequences are coordinated. Similarly, developing articulated pre-tech programs on a two plus two model will benefit many students and can best be accomplished in a consortium. Two-year colleges can also get involved in developing Advanced Placement programs and provid-

ing instruction in sciences, math, computer programming, and other areas of the curriculum. Many extant consortia have concentrated on skills development such as computer literacy, writing skills, and math. Others have involved themselves with programs for gifted and/or handicapped students. A program might even focus some of its attention on developing cross-cultural awareness in the local schools. Career guidance programs can also benefit from the resources of the two-year college wherein the consortium focuses on parents, students, and school personnel. There are many ways for the two-year college to become involved in a consortium activity and to benefit. Being the leading force in establishing a consortium affords the greatest opportunities. Although perhaps less tangible than some of the benefits already noted, a consortium can provide its members with collegial sharing and networking, a political support group, and an improved ability to focus on national social goals and children themselves instead of the concerns of individual schools and colleges.

The Partnership that Works

A consortium is a partnership, and, for it to work, there needs to be a neutral and non-controversial organizing force. The Ohio University, Zanesville regional campus was the necessary force in this case, providing democratic leadership that is respected in the area. The Consortium for Instructional Improvement is not a quick fix project but it does work. Its success is a tribute to the excellent group of superintendents in the Zanesville city, Muskingum, Guernsey, and Perry counties of Ohio. The Consortium will likely expand to include other nearby counties in the near future, but its success will not depend on size. Success depends on a willingness and ability to share resources and produce innovative programming for the improvement of instruction that could not be as efficiently or effectively produced through other means. The regional campus or other two-year, community-based college can provide the leadership necessary to bring local educators together in an effective partnership.

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PLUS ONE

Can You Be Sued for Letters of Reference?

Ralph S. Brown

In a day and age when professionals in all fields are being sued for just about anything and for just about any amount, the Journal *asked and received permission from* Academe *to reprint for you Ralph S. Brown's timely and pointed article regarding whether or not to write references with preferences.*

In 1980, Professor John Connolly, chairman of the University of Nebraska Medical Center's Department of Orthopedic Surgery, received an inquiry from a Denver, Colorado, hospital about a former resident in the department. Connolly described his performance as "well below average," adding that, while he might function satisfactorily in some other branch of medicine, he was not suited to orthopedic surgery.

In 1981, the former resident sued Connolly, *in Colorado,* for defamation and moved to California; his lawyers carried on the Colorado lawsuit. Connolly asked the Federal District Court in Colorado to dismiss the action because it was wrong to subject him to a trial there. His only contact with that state was to send the letter as a professional response to a solicitation that happened to come from Colorado.

He prevailed in the trial court. But the Court of Appeals reversed. It felt constrained by recent decisions of the U.S. Supreme Court in which the defendants who unsuccessfully resisted defamation lawsuits far from their corporate homes were *Hustler* and the *National Enquirer.* The Supreme Court agreed to hear Connolly's plea that he should not be made a bedfellow in law with these publications. But, just before the Court was to hear the case, the plaintiff dropped it. He said he had run out of money to pay lawyers.

Is it possible to be sued for supposedly libelous statements in a solicited letter of recommendation? Well, yes and no.

Yes, you can be sued. It is not frivolous to allege that such words are defamatory, for they injure their target in the exercise of his trade or profession. The law considers that as being as bad as tarring someone with having a loathsome disease.

But no, you do not stand much risk of losing, if you are reasonably attentive to the accuracy of what you say. Truth is an absolute defense, even if the words are hurtful. What is more, there is a trend toward requiring the plaintiff to establish that the words are not true, rather than, as the law used to do, making the defendant bring forward and establish the defense of truth.

This, like other changes in the law making defamation cases harder for plaintiffs to win, is the outcome of the U.S. Supreme Court's recognition that libel cases raise important free speech and free press issues. The Court started down this road in 1964 in a case where an Alabama jury had found that minor inaccuracies in a civil rights advertisement libeled an Alabama police commissioner.

Twenty-two years and two dozen cases later, the Court is still trying to tell us in what respects the First Amendment restrains the conduct of libel cases.

its teachings have not been easy to understand. Further, they have been put forward by narrow majorities and are accordingly unstable. A 1986 case laid the burden of proving falsity on the plaintiff, but was limited to "matters of public concern" and "media defendants."

The professor writing a private communication is not part of the mass media. Nor does a letter that the writer would doubtless prefer to keep confidential look like a "matter of public concern." But the constitutional values at stake are not safeguarded solely by the press. And there is surely a "public concern" that employers or teachers who respond to requests for appraisals should not have their speech inhibited by fear of libel actions.

Without having to invoke the First Amendment, the common law has long recognized the value of protecting honest candor in letters of appraisal, which are said to be "privileged," in that, even if defamatory, there is no liability if they are made in good faith. The courts have applied this protection to unfavorable appraisals written by faculty members.

The Illinois Supreme Court, in a 1982 case where the plaintiff's chairman had made defamatory statements to a tenure committee, adapted the common-law privilege to the new constitutional standards. The court held that no liability arose unless the speaker knew his statements were false, or acted in reckless disregard of their accuracy.

In a similar 1986 case, the Rhode Island Supreme Court further protected a department chairman by invoking the proposition that a statement expressed as an opinion is constitutionally protected. This, however, is treacherous ground; one should not put too much weight on it.

Uphill Struggle

Whether the courts use the language of "privileged communications," or the newer constitutional imperatives, or some amalgam of the two, it seems likely that the disgruntled reference-seeker would have an uphill struggle, probably having to establish that the statements were untrue, and (depending on the doctrines invoked) that they were made carelessly, recklessly, or maliciously.

How do I square these comforting assertions with the popular notion that libel plaintiffs and their lawyers are running wild? We do read a lot about flamboyant successes before juries. What we do not read is that a substantial majority of plaintiffs verdicts are overturned on appeal, and that enormous awards are often reduced on appeal even if they are not upset. These outcomes are not newsworthy.

Still, a great many suits are brought; defending them is bound to be painful and costly. And do we really have to answer to the law of a distant forum, when a far-travelled student takes offense at unkind words, and seeks out a complaint lawyer? The answer is uncertain. The triumph in recent decades of "long-arm" jurisdiction permits a state in which a wrong is committed, i.e., by receipt of a libelous communication which injures the plaintiff's reputation in that state, to take jurisdiction and to have its judgments enforced in other states.

In the *National Enquirer* case, where individual defendants who wrote and edited the offending article in Florida were sued in California, a unanimous court rejected First Amendment objections to letting California try the case; the Court said that, since press freedom would be part of the substantive issues in the case, to reintroduce such concerns at a jurisdictional stage would represent a kind of double counting.

Still, the Court was willing to hear Connolly's case. The justices may have been moved to take the case by a dissenting view in the Court of Appeals which refused to believe that a modest professor should be caught in the same jurisdictional web as nationwide purveyors of pornography and sensationalism.

Representation and Indemnification

In view of these uncertainties, and above all the crushing burden of defending a lawsuit under any circumstances, faculty members should not have to bear the financial part of that burden. If a faculty member is sued for the consequences of good faith performance of a professional obligation to respond to appropriate inquiries, the university should provide the defense, finance a settlement if that seems a good solution, and pay the damages if there is such an untoward outcome.

A faculty member probably has a legal right to this kind of indemnity. It should not have to be fought over. The best course is for the college or university to frame and announce a policy of representation and indemnification, as some have done. The American Association of University Professors made a statement in 1984 on institutional responsibility for faculty liability which sets forth the components of such a policy, applicable to the many kinds of litigation to which faculty members may be exposed in the course of their duties.

Above all, do not be intimidated. If we cannot rely on each other's professional appraisals, our whole system is in trouble. Damn the litigators; full speed ahead.

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PRACTICUM

CTI to Become Columbus State Community College

Rita Langdon

Last issue the Journal *covered the dedication of CCC's Tech Center, this edition shares with you still another landmark event in Ohio two-year education: CTI's transition to a State Community College. Rita Langdon, long time chairperson of the Communications Department, accounts. Also, Gretchen Hoffman discusses an interesting new project implemented at Southern State Community College.*

Beginning Summer Quarter 1987, Columbus Technical Institute will become Columbus State Community College. Just what does that mean?

It means that we will add two new degrees—the Associate of Arts and the Associate of Science. We shall continue to award the Associate of Applied Science degree to all students completing a technical program.

Presently, we are working on two-plus-two articulation agreements with the four-year schools in the Central Ohio area. That may sound simple, but it certainly is not, primarily because we do not want to offer courses which can be transferred on a course-by-course basis, but, instead, we hope to have the four-year schools to accept the Associate of Arts and the Associate of Science

degrees as a whole, agreeing that the courses the students have taken meet the "intent" of the general education required of all college graduates. Therefore, as have other schools, we first had to grapple with the problem, What is "general education"?

If you have been following the literature, all educators and the government are concerned about what general education is. And we were no different. First, we had to decide what we wanted all students who received a degree from the college to have as general education. We drew from the literature on general education (B. Lamar Johnson, James W. Thornton, David H. Smith, Horace T. Morse, Charles R. Monroe, Ernie Boyer, etc.) to formulate our own view of general education. Second, because of the results of the statewide test of reading, writing, computational, and critical thinking skills test (CLAST) given in Florida to all candidates for the associate degree before they can graduate, we tended to agree that some recent college graduates do not have adequate skills to cope with today's information society. Third, we tended to believe that graduates also tend to lack understanding of other cultures with which they must work as the United States becomes more interdependent with other nations.

Therefore, we adopted the philosophy that general education should be broad-based and integrated, consisting of a core of courses which would prepare students for employment and/or transfer. We also concluded that students had to be more actively involved in the learning process through activities and classroom methodology. The day of the purely lecture course had to be gone forever. In that environment, students are too passive; we want students actively involved in their learning.

In our plan, all of our students, regardless of degree, will take the core courses in Communication Skills, Humanities, Social and Behavioral Sciences, and Biological and Physical Sciences and Mathematics. Exceptions will be granted only by a department. For example, if students already have a strong background in science, they might be exempted from the Natural Sciences core courses, selecting instead more advanced courses.

Upon entry to the College, students will be given the ASSET placement test from ACT to determine their level of preparedness in language skills, reading, and mathematics. Then they will be assigned to a faculty advisor for help in planning their college programs. Students must take any remedial courses in the Communication Skills or be placed into the college level Communication Skills course before they can take most other courses in the core program. For some courses, students will need to have completed the first college level course in Communication Skills. The system is designed to be directive/supportive to promote student success by requiring that they have the necessary prerequisite skills to succeed in the core courses and by giving them a "significant other" to identify with. According to Dr. McCabe at Miami Dade Community College, students are less likely to drop out if they have these prerequisite skills and if they have an advisor to provide a close link to the college. We are very concerned about attrition and having students be successful.

To construct the core program, we first established these nine educational outcomes, which all graduates from the College should have.

1. The ability to read and listen critically with understanding.
2. The ability to write and speak clearly, cogently, and effectively in standard English.
3. The ability to analyze ethical issues and value conflicts and adopt a defensible resolution to those issues.

4. The ability to analyze and explain current social or political problems from their cultural and historical context and suggest remedies to such problems.
5. The ability to relate the aesthetic achievements of our culture to their historical context.
6. The ability to recognize the impact of technology on the environment.
7. The ability to solve problems through quantitative analysis, analogy, deductive and inductive reasoning, and inference.
8. The ability to explain a public policy issue from the perspectives provided by psychology, economics, sociology, and political science.
9. The ability to examine natural phenomena and to interpret everyday experiences in an orderly and logical manner consistent with the principles and theories of the sciences.

To meet these educational outcomes, the core consists of the following areas:

Communication Skills (including reading, writing, speaking, and listening)—12 credit hours.

Social and Behavioral Sciences (integrated courses which approach contemporary issues from sociological, psychological, political and economic perspectives)—AA and AS a minimum of 15 credit hours; AAS a minimum of 5 credit hours

Humanities (integrated civilization courses which encompass history, culture, music, and art)—AA and AS a minimum of 15 credit hours; AAS a minimum of 5 credit hours

Biological and Physical Sciences (integrated science laboratory courses to introduce students to scientific investigation through content drawn from biology, chemistry, and physics)—AA a minimum of 15 hours; AS a minimum of other more specialized science with approval; AAS a minimum of 5 hours

Mathematics—AA and AS a minimum of 10 hours; AAS a minimum of at least basic computational skills and other mathematics as required by the technology

We are also working on integrated writing across the curriculum assignments so that students are exposed to writing in different disciplines and to critical thinking skills in all their courses.

Changing ways instructors deliver information and requiring writing in every course will not be easy. Of course, we expect some opposition because this is a drastic shift from the traditional. However, in some areas we have made the shift, and it is working. For example, writing is taught by the process method which requires students to be actively involved, taking more responsibility not only for their own writing but also for the writing of others. Even very traditional instructors have found this approach to be exciting and challenging. We expect instructors in other areas to find the same rewards.

We are working with Ohio State, Ohio Dominican, Capital University, and Franklin University to try to get articulation agreements written. If our premise is accepted by these schools, then, it would seem, we shall set a precedence for

schools to accept the Associate of Arts and Associate of Science degrees in principle; therefore, students with these degrees would automatically become "juniors" at the transferring institution.

Now, we must put all of this into operation Fall Quarter 1987. We still have a great deal to do, but we have a philosophy and are moving in what we believe to be the right direction.

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New Help for Area Business and Development

Gretchen Huffman

Southern State Community College has initiated a major new effort in establishing "The Center for Service to Business and Development." The purpose of this new center is to assist the five counties of Adams, Brown, Clinton, Fayette and Highland, through existing developmental organizations and agencies, in their efforts to maintain current employment and create new jobs in order to foster economic vitalization. The center will link the resources of local businesses, local governments, concerned state and federal agencies, and Ohio's institutions of higher education.

Dr. Lewis C. Miller, president of SSCC, in discussing the Center for Service to Business and Development noted that the Ohio Board of Regents has encouraged the state's colleges to assume a greatly expanded role in community economic activities. "We have always accepted our responsibilities for providing qualified people for jobs in our five county area. Now with the widespread public awareness that knowledge is our most significant resource, we are expanding our role even further," Miller stated. "Our efforts will only come to fruition with the guidance and counsel of local leaders. The invaluable input from local business, industry and government will assure the center's success," he concluded.

Charles (Chuck) Wright has been named as coordinator of the Center. He brings substantial experience to bear in establishing this new venture for the college. Wright has moved to consolidate and integrate the Small Business Management program, the Ohio Technology Transfer Organization program, and the Productivity Improvement Challenge Grant into a cohesive, effective cluster of individual modules. By sharing resources and avoiding unnecessary duplication, these programs have also increased their individual efficiencies. Wright explained, "We see ourselves as a clearinghouse linking local questions/problems to appropriate answers/solutions. It is our goal to service existing and proposed businesses in any way we can. In those instances where other development agencies are involved, we see ourselves as team players contributing to the overall result. One way we can do this is by providing the services of the statewide network of mutual support which is a program of the Board of Regents. Another is the extensive number of contacts available through the OTTO program. We intend to become a lifeline—a connection—between those with needs and those who can provide assistance."

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FORUM

ISSUE: How Can a Two-Year College Faculty Member Best Cope with Change?

Change is eternal: Its nature debated ever since Heraclitus and Parmenides. Its results oxymoronic—stressfully challenging, terribly wonderful, saintly evil. To discuss coping with it, Leif Hatlestad, Hocking Technical College, and Harold Koch, Agricultural Technical Institute, share some words of wisdom.

Be Part of the Process

Leif Hatlestad

By the general nature of the question there needs to be a general, thus, somewhat philosophical response. My prescription for "best coping with change" is relatively easy to intellectualize, yet in the face of adversity down right difficult to accept emotionally.

Believe

Intellectually, it is prudent to believe change is education's only constant. In this sense education, at best, can merely play "catch-up" with the unprecedented explosion of knowledge and its reflection in totally fluid technology. The internalization of this belief actually results in an uneasiness with status quo—a status quo which lingers in curriculum, lingers in presentation, lingers in course content, lingers in other factors needing change in the process of education. In fact, the status quo may be far more uncomfortable than any unknown associated with revisions, new or totally different. The test for effective internalization of this belief in change is the severity of one's response to change. When extremely severe, one would be well-counseled to restructure his/her thought processes via some sincere soul-searching.

Sort

When new events cause extreme reactions, there is a word of caution. We may be trapped by our own false perceptions . . . and false perceptions surely make soul-searching difficult. It also serves us well to honor reality to the extent we are able to evaluate the problems associated with change as real or imaginary perceptions. Given the ability to objectively sort out these two types, we would be surprised how often imaginations play havoc with our personal reality.

Do

With the acceptance of change, and the ability to deal with real problems, the final step of my prescription is to be proactive. When the challenges of change materially and negatively disrupt one's professional complacency, we should "do something," and within me, there is a willingness to participate in resolving those issues causing the adversity. The advent of an adversity portends the potential of meaningful change.

Quit Bitching

There are a few, having trained themselves in the manner described, who may well look upon adversity with a somewhat hidden and cool delight. They believe not only will their environment be managed constructively, but their professional and personal growth will be enhanced as a result of confrontation. Unfortunately, the passivity commonly exhibited by many faculty reflects a disinterest in facing adversity with little more energy than that required to complain. Unfortunately, those who do nothing rarely learn their fate is well deserved. Fortunately, there is the future possibility that they may read an essay addressing "crisis management."

The best way to cope with change is to be part of the process.

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The Editorial Board of the OATYC Journal *is soliciting written responses (three or four paragraphs) to the question:* ***How Can Two-Year Colleges Maintain Quality Programs in the Face of Declining Enrollments?*** *The question should address one of the many possible perspectives. Here is your chance to participate, and the Board encourages you to do so. As determined by the Board, the best responses will be published in the fall edition's "Forum" section, deadline: September 18, 1987.*

Thermostats, Skunk Works, and Federal Express: Innovation in the Two-Year College Curriculum

Harold Koch

Unless our students are better able to apply what we teach to solve the day-to-day problems of the workplace of our academic specialities (florists, fluid, power mechanics, law enforcement officers, supermarket managers, farmers, etc.) the two-year college (technical and community) may go the way of the moustache cup.

If anyone in the State of Ohio should openly encourage change and innovation, it should be the professors and administrators. We should be like human thermostats, constantly testing the air for change and/or threats in our environment whether in the form of new laws affecting the application of traditional chemicals, the depletion in natural resources, changes in social values which require new solutions to old problems, or changes in the demand for traditional products and services we train our students to offer.

However, it is so much easier to fall into the role of the "complacent reporter" as we refine, polish, and perfect our lectures taken from the days of our graduate studies. We wear down, use the same text semester after semester, and pass through the life and professional cycle as historians rather than inventors. It is very hard to innovate new courses and place new, fresh topics in old courses because our institutions have established rewards (promotion, tenure, merit pay) for those professors who are most popular, appear to be the best organized, and who have a high degree of entertainment value (translation: have a great set of overheads students can copy down as notes). There is less appreciation for those professors who are "messy," appear less sure and organized, and who take risks to involve students in the problem-solving process instead of always having the "right" answer to every problem.

What can we do as individual faculty members in Ohio's two-year college system to encourage change and innovation in our individual classrooms? Maybe some of the following simple ideas might spur someone to do something differently.

1. LET'S BE A REPORTER. Be a problem solver. Focus on the classroom material as a way to enable students to be independent and solve professional problems rather than leave as a memorizer of facts. Facts are useless unless the student can apply them after graduation. Our constituents (those who hire our students) don't need more facts, they need help from competent problem solvers.
2. LET'S LISTEN MORE, TALK LESS. Let's use advisory councils to constantly articulate and define the problems they face in our fields. Take these unresolved problems to the classroom and laboratory. De-brief internships carefully. Read trade literature voraciously. Return to the field and take "mini-internships" on weekends and during the summer to keep thermostatic feelers sensitive. Ask students to solve these impossible problems (REMEMBER: It was a student who received a "C" on a term paper for suggesting the concept of Federal Express who is the millionaire, not the professor who assigned that "C").
3. LET'S THROW AWAY THOSE GREAT OVERHEADS. And lecture notes. And the solution to that perfect class problem. Force ourselves each semester to add and/or substitute just *one* new topic in each course which is "risky" and about which we might know very little (or nothing) but which is a professional problem. This is going to hurt!
4. LET'S IMPLEMENT A "SKUNK WORKS" AT COLLEGE. With apologies to Tom Peters and Nancy Austin, authors of *A Passion For Excellence* (Random House: New York, 1985), we must transform our institutions into highly innovative, fast-moving, and slightly eccentric activities operating at the edges of the technical fields in which we teach. This means that college policies, controls, and procedures which inhibit the creation of new courses and experimentation should be tempered to encourage professors to take risks and be "skunks." It took 3M nearly 12 years to commercialize the Post-It-Note pads after they were discovered internally at 3M! We cannot wait that long to "commercialize" our new courses and solutions to problems when preparing professionals for the job place. The reward system must encourage risks, some degree of "messiness," and placing more responsibility on the students for their own learning and for participation in the problem-solving process in the classroom.

So now we have it! Thermostats, Skunk Works, and Federal Express. A plea for all of us to take risks and innovate in the classroom.

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REACTION

Response to "Is There Such a Thing as Two-Year Education?"

Carolyn V. Platt

The Journal *encourages letters and articles in response to its contents, policies and to OATYC activities. The following reaction concerns one of last fall's* Journal *articles.*

I've come to full-time community college teaching rather recently, so I'm still puzzling over the question, "Is There Such a Thing as Two-Year Education?" (I've also taught at a four-year business college, a private university, and two large state universities, and I'm not even sure there's such a thing as four-year education.)

Of course, I agree with David C. Ballinger that two-year colleges have expanded greatly in the decades since World War II, and with Carolyn R. Craft that we offer our students a good mix of theory and practical applications. But when I think about whether we come through for our students, I find myself asking, "Which ones?" For many, we offer invaluable chances to succeed in a more supportive environment than that of Enormous State University. On my more depressive days, however, I wonder if our promise of a college education is just a bitter joke on others. Let me illustrate my mixed feelings by quoting from some student writings. Representing the positive side are these comments from members of English 103, the last English class required for two-year degrees:

> "After being out of school for four or five years, I needed reassurance that I hadn't forgotten everything I had learned in high school. I also came to college because I felt there was more for me to do in this life than being a cashier at Stop-n-Shop until I had babies and then retire."
>
> "When first attending classes I was afraid that I would not be challenged, I found this not to be the case. I was stretched and made to think about issues I had never thought about before."
>
> "I'm a person that had always been in the background. I never said much during school. The smaller classes and the individual care given by the instructors here have opened my introverted self and enabled me to talk to others in a way that I would not have done if I was just another number at a larger college."
>
> "Going back to school gives me the edge that I need. So the next time I get married I will be in the position of depending on myself, and not on a man."

For these students and others, two-year education offers not only practical skills, but broadened perspectives and ways to take hold of and control their own lives. I'm heartened by the positive feelings of the class quoted above. Almost the whole group praised our reasonable class sizes and high-quality instruction. One young woman wrote ingenuously: "I really am surprised at some of my professors. They come across a really loving their work. Some of them are excellent. It's hard to understand why they are teaching at Community College when they are so good."

On the other hand, the above students are the survivors, whether because of intelligence, good early education, or sheer grit and endurance. In my developmental English classes, I see too many who haven't a prayer, even if they pass the course, of eventually graduating or of using a two-year diploma to change their lives in the ways they expect. In their cases, there probably *isn't* such a thing as two-year education. When I taught part-time at a community college a few years ago, I'd come home demoralized, convinced that colleges simply strung such students along, that they fostered inflated dreams that would simply evaporate more slowly and painfully than the original ones did. And such students make up a major source of enrollment for two-year schools.

Please don't mistake me: I favor open admissions. I believe that loopholes must be left for those who can somehow wriggle through them. I am, however, caught in the bind of so many two-year instructors, of trying in a few short weeks to tourniquet wounds inflicted by decades spent watching television instead of reading and writing, by years of substandard education, and by communities destroyed by poverty and despair. One of my developmental English students wrote: "I choosed to go to Tri-C because the fees are low. I also choosed Tri-C because the people who work at Tri-C are nice people." Another said: "My goal at community colleges is to finish for Real States salesman license. These two courses that I finish make me eligible for taking the States exam. I hope after this I would be able to get my broker licenses one day." Students like these can improve, but they certainly won't reach sophomore level in two years.

The above symptoms obviously represent larger social problems than one kind of institution can hope to solve, though perhaps we could help by referring students to adult literacy programs more often or by working with them more effectively in college remedial programs. What I've just said is certainly no news to any two-year college instructor or administrator, and I have no better solutions than anyone else seems to have, except to teach as well as I can without burning out and to appreciate my students' strengths as well as their weaknesses. However, I would hope that we don't mistakenly measure our effectiveness simply by counting numbers of community colleges, buildings, and students or by congratulating ourselves on our many high-quality staff members and programs.

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Ohio General Studies Spring Conference

Friday, May 15, 1987
Lima Technical College, Lima, Ohio

Theme: Should General Studies Prepare The Student For A Job?

Program

8:30–9:15 a.m.

Registration/Coffee (Student Activities Building – Room 160)

9:15–9:30 a.m.

Welcome — Dr. James Biddle, President of Lima Technical College (Student Activities Building—Auditorium)

9:30–10:20 a.m.

Keynote Speaker — Dr. Ann Moore, Associate to the Chancellor for Strategic Planning, Ohio Board of Regents

10:30–11:30 a.m.

Workshop A — "Mind Mapping"
Garfield Jackson, Behavioral Sciences, Columbus Technical Institute

Workshop B — "Developing Career Skills Through CBE"
Claudette Stevens, Ron Luce, Mark Wayner, Mary Black, Jeanne Burgie, Communications, Hocking Technical College

Workshop C — "Priority Among The Goals Of General Education—A Second Review Of"
Lloyd Monnin, Philosophy, Clark Technical College

Workshop D — "Teaching Writing In The Computer Lab"
Lorene Hall, Kathy McCabe, Communications, Terra Technical College

11:45 a.m. –12:45 p.m.

Workshop E — "Competency Based Stress Reduction As Measured With Biofeedback"
Ed Lamp, Psychology, Terra Technical College

Workshop F — "Information Society And Communication Skills"
Lorita Langdon, Communication Skills, Columbus Technical Institute

Workshop G — "If Not General Studies, Who?"
Ralph C. Tepe, Human Sciences, Composition, Washington Technical College

Workshop H — "General Studies Education—Education For Life, Not Just For The Job"
Dr. Clifford V. Barr, Dean, Liberal Arts & Sciences, Sinclair Community College

12:45–2:00 p.m.

Luncheon

2:00–3:00 p.m.

Workshop I — "Current Trends In General Education"
Jonnie Budke, Gina Cullinan, Joseph Davis, Judy Gentry, Garfield Jackson, Anne Peterson, Earl Schaeffer, Behavioral Science, Columbus Technical Institute

Workshop J — "Helping Students To Think Logically"
Samuel Yulish, Mathematics/Engineering, Hocking Technical College

Workshop K — "Teaching Composition—Some Positive, Practical Approaches"
Tom Beery, English, Lima Technical College

Workshop L — "General Studies Courses As Vehicles For The Humanities: Two Course Studies"
Will Wells, English, Lima Technical College

3:00–3:15 p.m.

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